HANDBOOK 2006-2007
Federal Student Aid

Volume 2 – School Eligibility and Operations

U.S. Department of Education

Volume 2 – Contents

CHAPTER 1 – INSTITUTIONAL ELIGIBILITY 2-1

THE THREE DEFINITIONS OF ELIGIBLE INSTITUTIONS 2-1
INSTITUTIONAL CONTROL 2-1
ELIGIBLE INSTITUTION 2-2
LEGAL AUTHORIZATION BY A STATE 2-2
ACCREDITATION 2-3
Alternatives to accreditation, Primary accreditor, Dual accreditation
ADMISSIONS STANDARDS 2-4
High school diploma, Recognized equivalent of a high school diploma, Home schooling
"TWO-YEAR" RULE 2-6
ADDITIONAL INSTITUTIONAL ELIGIBILITY FACTORS 2-7
Demonstrations of compliance, The 90/10 Rule , Correspondence course and correspondence student limitation, Incarcerated student limitation, Ability-to-benefit limitation, Bankruptcy, Crimes involving FSA program funds
FOREIGN SCHOOLS ELIGIBLE FOR FFEL PROGRAMS 2-14

CHAPTER 2 – APPLYING FOR PARTICIPATION IN THE FSA PROGRAMS 2-15

APPLYING TO PARTICIPATE 2-15
THE ELECTRONIC APPLICATION (E-APP) 2-16
Applying as an eligible nonparticipating school, Applying for initial certification as a participating school
REINSTATEMENT 2-20
OUTCOMES OF THE APPLICATION PROCESS 2-21
Effective date for participation, Beginning to disburse funds, Provisional certification, Revoking provisional certification
THE PROGRAM PARTICIPATION AGREEMENT 2-23
Purpose and scope of the PPA

CHAPTER 3 – GENERAL PARTICIPATION REQUIREMENTS 2-29

GENERAL REQUIREMENTS 2-29
Voter registration, GED preparatory program required, Civil rights and privacy requirements
CONTRACTS WITH THIRD-PARTY SERVICERS 2-30
Excluded activities, employees of a school, requirements for contracting with a third-party servicer, institutional liability, notifying the Department of contracts
INCENTIVE COMPENSATION 2-33
Adjustments to employee compensation, Enrollments in programs that are not eligible for FSA program assistance, Contracts with employees, Profit-sharing or bonus payments, Compensation based upon program completion, Pre-enrollment activities, Managerial and supervisory employees, Token gifts, Profit distributions, Internet activities, Payments to third parties for non-recruitment activities, Payments to third parties for recruitment activities

PROHIBITED ACTIVITIES IN THE LOAN PROGRAMS 2-38
ANTI-DRUG ABUSE REQUIREMENTS 2-38
The Drug-Free Workplace Act of 1988, Drug-Free Schools and Communities Act
ANTI-LOBBYING CERTIFICATION AND DISCLOSURE 2-41
A school acting as a lender in the FFEL program
REPORTING INFORMATION ON FOREIGN SOURCES AND GIFTS 2-42
Who must report, Contents of disclosure report, Where to report foreign gift information

CHAPTER 4 –PROGRAM ELIGIBILITY..... 2-45

PROGRAM ELIGIBILITY REQUIREMENTS 2-45
Determination of program eligibility, Types of eligible programs at an institution of higher education, Types of eligible programs at a proprietary or postsecondary vocational institution, Exceptions to the eligible program definition
ADDITIONAL ELIGIBILITY REQUIREMENTS 2-48
ESL Programs, Study Abroad Programs, Flight School Programs
CLOCK HOUR/CREDIT HOUR CONVERSIONS IN DETERMINING PROGRAM ELIGIBILITY 2-50
HOW CLOCK HOUR/CREDIT HOUR CONVERSIONS AFFECT STUDENT ELIGIBILITY 2-52

CHAPTER 5 – UPDATING APPLICATION INFORMATION..... 2-55

RECERTIFICATION 2-55
CHANGE IN OWNERSHIP OF FOR PROFIT AND NONPROFIT INSTITUTIONS 2-56
Change in ownership that results in a change of control, structure, or governance, Preacquisition review, Temporary approval for continued participation on provisional certification after change in ownership, Effect of cohort default requirements, Changes at public institution, An eligible nonparticipating school
SUBSTANTIVE CHANGES AND HOW TO REPORT THEM 2-64
All schools must report and wait for written approval before disbursing funds when the following occur, Changes that do not require the Department's written approval
ADDING LOCATIONS 2-67
Eligibility of additional locations, Applying for approval of a new location
ADDING PROGRAMS 2-69
Adding a program—when a school may make eligibility determinations, ED must approve all other added programs, Maximum percentage of telecommunication and correspondence courses
CHANGING THE STATUS OF A CAMPUS OR BRANCH 2-70
Changing from a non-main campus to a branch campus
DISBURSEMENT RULES RELATED TO APPLICATIONS FOR NEW LOCATIONS AND PROGRAMS 2-72
CHANGES IN ACCREDITATION 2-72
Loss of accreditation, Change in institution-wide accreditation, Changing to accreditation by more than one institution-wide accrediting agency
NOTIFICATION OF SCHOOL CLOSURE OR BANKRUPTCY 2-74
CHANGES IN OWNERSHIP INTEREST AND 25% THRESHOLD 2-74

CHAPTER 6 – PROVIDING CONSUMER INFORMATION 2-79

BASIC CONSUMER INFORMATION REQUIREMENTS 2-80
Financial aid information, General information about the school
CONSUMER INFORMATION FROM THE DEPARTMENT 2-82
STUDENT RIGHT-TO-KNOW DISCLOSURES 2-84
Determining the cohort for completion or graduation and transfer-out rates, Waivers, Disclosing and reporting information on completion or graduation rates for the general student body cohort, Reporting information on completion or graduation rates for student athletes
EQUITY IN ATHLETICS 2-94
Disclosure of the report, Contents of the Equity in Athletics/EADA Report, Definitions
LOAN COUNSELING 2-98
Entrance counseling, Exit counseling, Providing borrower information at separation, Exit counseling follow up
DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION 2-107
Information to be included in drug prevention materials, Distribution of materials to all students and employees
MISREPRESENTATION 2-108
Definition of misrepresentation, Nature of educational program, Nature of financial charges, Employability of graduates
CAMPUS SECURITY 2-111
General information, Distribution of the Campus Crime Report, Definition of campus, Timely warning, Campus security authority, Daily crime log, The annual security report
CAMPUS SECURITY AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) 2-121

CHAPTER 7 – WRITTEN AGREEMENTS BETWEEN SCHOOLS 2-127

DEFINITIONS 2-127
CONSORTIUM AGREEMENT 2-128
Elements of a consortium agreement
CONTRACTUAL AGREEMENT 2-129
Limitations on contractual agreements
STUDY ABROAD OR DOMESTIC EXCHANGE PROGRAMS 2-130
Students in approved study abroad programs are entitled to FSA

CHAPTER 8 – DISTANCE EDUCATION 2-133

CORRESPONDENCE AND TELECOMMUNICATIONS COURSES 2-134
Definitioins
THE EFFECTS OF CORRESPONDENCE AND TELECOMMUNICATIONS COURSES ON INSTITUTIONAL ELIGIBILITY 2-135
Basic principles, The consequences of the 50% Rule for three types of eligible institutions

STUDENT ELIGIBILITY 2-142
Are there any limits on a student's eligibility for FSA program funds for attendance in correspondence courses? Are there any limits on a student's eligibility for FSA program funds for attendance in a telecommunications program? Cost of Attendance, Federal Pell Grant Program and Federal Supplemental Educational Opportunity Grant (FSEOG) Program disbursements, Federal Pell Grant Program

CHAPTER 9 – RECORDKEEPING AND DISCLOSURE 2-147

REQUIRED RECORDS 2-147
Program Records , Fiscal records, Loan Program Records, Records of the schools administration of the FSA programs
RECORD RETENTION PERIODS 2-152
RECORD MAINTENANCE 2-153
Acceptable formats, Special requirements for SARs and ISIRs
EXAMINATION OF RECORDS 2-155
Location, Cooperation with agency representatives, Timely access, FSA recipient information
REASONABLE ACCESS TO PERSONNEL 2-156
FSA RECIPIENT INFORMATION 2-156
DISCLOSING STUDENT INFORMATION 2-156
The Family Educational Rights and Privacy Act (FERPA), Disclosure of requests for information, Sample disclosure statement, Redisclosure to other authorized parties, Ex Parte Orders, Lawfully issued subpoenas and court orders, Health or safety emergency

CHAPTER 10 – ADMINISTRATIVE CAPABILITY 2-167

REQUIRED ELECTRONIC PROCESSES 2-167
Summary of required processes, Information for Financial Aid Professionals (IFAP)
ADMINISTRATIVE REQUIREMENTS FOR THE FINANCIAL AID OFFICE 2-169
Coordinating official, Consistency of information, Exchanging information on borrowers, Providing borrower information at separation, Information about delinquency and default, Counseling, Adequate staffing, System of checks and balances, OIG Referrals
SATISFACTORY ACADEMIC PROGRESS 2-176
FINANCIAL AID HISTORY 2-182
COHORT DEFAULT RATES 2-182
Effect of default rates, Default management plan
WITHDRAWAL RATES 2-184
DEBARMENT AND SUSPENSION CERTIFICATION 2-185
Debarment of school or its principals, Certifying current or prospective employees or contractors, Lower-tier covered transactions

CHAPTER 11 – FINANCIAL STANDARDS 2-189

STANDARDS FOR PUBLIC SCHOOLS 2-190
GENERAL STANDARDS FOR PROPRIETARY OR PRIVATE NONPROFIT SCHOOLS 2-190
Composite score, Refund reserve standards, Tuition Recovery Funds, Current in debt payments

ALTERNATIVES TO THE GENERAL STANDARDS 2-198
Letter of credit alternative for new school, Letter of credit alternative for participating school, Zone alternative , Provisional certification for school not meeting standards, Provisional certification for school where persons or entities owe liabilities
PAST PERFORMANCE AND AFFILIATION STANDARDS 2-201
Past performance of a school, Past performance of persons affiliated with a school

CHAPTER 12 – PROGRAM INTEGRITY 2-203

STATE AND ACCREDITING AGENCY ROLES. 2-203
State role, Accrediting agency role
THE DEPARTMENT'S ROLE 2-205
FSA AUDIT REQUIREMENTS FOR SCHOOLS 2-206
Simultaneous FSA audit submissions, Waivers of the FSA audit requirement, Submission dates for FSA audits, FSA Compliance audit submission requirements, FSA Audited financial statement requirements, FSA Consolidated statements, Required disclosure of 90/10 revenue test, A-133 audit guidelines, Audits for third-party servicers, Having the audit performed, eZAudit
ACCESS TO RECORDS 2-216
PROGRAM REVIEWS 2-217
Unannounced Program Reviews, Written report
APPEALING AUDIT AND PROGRAM REVIEW DETERMINATIONS 2-218
REVIEWS CONDUCTED BY GUARANTY AGENCIES 2-219
CASE MANAGEMENT 2-220
Possible actions
CORRECTIVE ACTIONS AND SANCTIONS 2-222
Sanctions, Actions due to program violations or misrepresentation, Emergency action, Fine, Limitation, Suspension, Corrective action, Termination, Possibility of reinstatement, Criminal penalties
REQUIREMENTS WHEN A SCHOOL CEASES TO BE AN ELIGIBLE INSTITUTION 2-225
Loss of accreditation
REQUIREMENTS WHEN A SCHOOL'S FSA PARTICIPATION ENDS 2-226
VOLUNTARY WITHDRAWAL FROM FSA PARTICIPATION 2-226
INVOLUNTARY WITHDRAWAL FROM FSA PARTICIPATION 2-227
When participation ends, Additional closeout procedures
LOSS OF ELIGIBILITY OR WITHDRAWAL FROM LOAN PROGRAMS 2-229
QUALITY ASSURANCE PROGRAM 2-230
FSA ASSESSMENTS 2-230
ISIR ANALYSIS TOOL 2-231
EXPERIMENTAL SITES INITIATIVE 2-232

Introduction

The purpose of this publication is to describe how a school becomes eligible to participate in the Federal Student Aid (FSA) programs and to explain the administrative and fiscal requirements of FSA program participation. In addition, this publication discusses other issues relevant to the general administration of the FSA programs.

This chapter provides a *summary* of the changes and clarifications presented in greater detail in the chapters that follow. **Alone, the text here does not provide schools with the guidance needed to satisfactorily administer the Title IV, HEA programs.** For more complete guidance, you should refer to the text in the chapters cited, the Code of Federal Regulations (CFR) and the Higher Education Assistance Act (HEA) as amended.

Throughout this volume, new information is indicated with the following symbol.



When the text represents a clarification rather than a change, it is indicated with this symbol.



When we believe that historically there might be some misunderstanding of a requirement, we indicate that with



or



Finally, if we want to point out a bit of helpful information we indicate it with



MAJOR CHANGES

We have added information on the information security requirements of the Gramm-Leach-Bliley Act to Chapter 9, "Recordkeeping and Disclosure.".

Institutional Eligibility

CHAPTER 1

This chapter discusses the three types of institutions that are eligible to participate in the FSA programs.

A school that wishes to participate in the FSA programs must demonstrate that it is eligible to participate before it can be certified for participation. A school must apply to and receive approval from the Department of its eligibility to participate. Some schools apply only for a designation as an eligible institution (they do not seek to participate) so that students attending the school may receive deferments on FSA program loans, or be eligible for the HOPE/Lifetime Learning Scholarship tax credits, or so that the school may apply to participate in federal HEA programs other than the FSA programs. The same application is used to apply for both eligibility and certification for participation (see chapter 2).

The FSA Assessment module
that can assist you in understanding and assessing your compliance with the provisions of this chapter is "Institutional Eligibility," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentA.html

and specifically the "Accreditation/State Approval section," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentApage3.html

THE THREE DEFINITIONS OF ELIGIBLE INSTITUTIONS

The regulations governing institutional eligibility define three types of eligible institutions — institutions of higher education, proprietary institutions of higher education, and postsecondary vocational institutions. Under the three definitions, a school is eligible to participate in all the FSA programs provided the school offers the appropriate type of eligible program (see chart on next page). This section covers the key elements of the three definitions, giving special attention to those requirements that affect the definition of an eligible program.

Definitions of eligible institutions of education cite
34 CFR 600.4, 600.5, and 600.6

Although the criteria for the three types of institutions differ somewhat, the definitions are not mutually exclusive. That is, a public or private nonprofit institution may meet the definition of more than one type of eligible institution.

Nonprofit institution
A school that is
- owned and operated by one or more nonprofit corporations or associations whose net earnings do not benefit any private shareholder or individual,
- legally authorized to operate as a nonprofit organization by each state in which it is physically located, and
- determined by the Internal Revenue Service (IRS) to be eligible for tax-deductible contributions in accordance with the IRS Code (26 U.S.C. 501(c)(3)).

INSTITUTIONAL CONTROL

The *control* of an institution distinguishes whether the institution is public or private, nonprofit or for profit. Under the institutional definitions, an *institution of higher education* or a *postsecondary vocational institution* can be either public or private, but is always nonprofit. A *proprietary institution of higher education* is always a private, for profit institution.

ELIGIBLE INSTITUTION

To be eligible an institution must adhere to the following requirements:

It must be *Legally Authorized* by the state where the institution offers postsecondary education to provide a postsecondary education program.

It must be *Accredited* by a nationally recognized accrediting agency or have met the alternative requirements, if applicable. And

It must *Admit as a regular student* only individuals with a high school diploma or its recognized equivalent, or individuals beyond the age of compulsory school attendance in the state where the institution is located.

Type and Control of Eligible Institutions

Institution of Higher Education	*Proprietary Institution of Higher Education*	*Postsecondary Vocational Institution*
A public or private nonprofit educational institution located in a state	A private, for-profit educational institution located in a state	A public or private nonprofit educational institution located in a state

Eligible Programs

(1) Associate, bachelor's, graduate, or professional degree, or (2) At least a two-year program that is acceptable for full credit toward a bachelor's degree, or (3) At least a one-year training program that leads to a degree or certificate (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation.	Program offered: must provide training for gainful employment in a recognized occupation, and must meet the criteria of at least one category below. (1) Provides at least a 15-week (instructional time) undergraduate program of 600 clock hours, 16 semester or trimester hours, or 24 quarter hours. May admit students without an associate degree or equivalent. (2) Provides at least a 10-week (instructional time) program of 300 clock hours, 8 semester or trimester hours, or 12 quarter hours. Must be a graduate/professional program, or must admit only students with an associate degree or equivalent. (3) Provides at least a 10-week (instructional time) undergraduate program of 300-599 clock hours. Must admit at least some students who do not have an associate degree or equivalent, and must meet specific qualitative standards. Note: These programs are eligible only for FFEL and Direct Loan participation.

Additional Rules

	"Two-Year Rule" (applicable to proprietary and postsecondary vocational institutions) — Legally authorized to give (and continuously has been giving) the same postsecondary instruction for at least two consecutive years. Special rule (applicable to proprietary institutions) — Derives no more than 90% of its revenues from FSA funds.

The following pages expand on the aforementioned requirements.

LEGAL AUTHORIZATION BY A STATE

With the exception of foreign schools, an eligible institution under any of the three definitions must be located in a state. Generally, the determining factor is the physical location of the main campus or place of instruction.

To qualify as an eligible institution under any of the three institutional definitions, a school must be legally authorized by the state in which it offers an educational program to provide the program. The state's legal authorization is the legal status granted to a school through a charter, license, or other written document issued by an appropriate agency or official of the state in which the school is located. It may be provided by a licensing board or educational agency. In some cases, the school's charter is its legal authorization.

Schools must provide evidence that they have the authority to operate in a state at the time of the school's certification to participate in the FSA programs. For more information on applying for participation in the FSA programs, see chapter 2.

State

"State" includes not only the 50 states, but also American Samoa, Puerto Rico, the District of Columbia, Guam, the U.S. Virgin Islands, and the Northern Mariana Islands. A "state" also includes the Freely Associated States, which include the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.

Authorization by a state cite

34 CFR 600.4(a)(1)

ACCREDITATION

Generally, a school must be accredited or preaccredited by a nationally recognized accrediting agency or association (both referred to here as agencies) to be eligible. The procedures and criteria for recognizing accrediting agencies are found in chapter 1.

Except as provided below a school must be accredited by an agency that has the authority to cover all of the institutions programs. An agency such as this is referred to as the school's primary accrediting agency. A school can have only one primary accreditor.

A school may also be accredited by one or more programmatic accrediting agencies. A programmatic accrediting agency is one that accredits only individual educational programs that prepare students for entry into a profession, occupation, or vocation. If a school offers only programs of a singular nature, the school's primary accreditor may be an agency that accredits only those specific educational programs.

Nationally recognized accrediting agency or association

An accrediting agency or association which the Department has recognized to accredit or preaccredit a particular category of institution, school, or educational program in accordance with the provisions in 34 CFR Parts 602 and 603.

Preaccredited:

A status granted by a nationally recognized accrediting agency or association to a public or private nonprofit institution that is progressing towards accreditation within a reasonable period of time.

School required to be licensed and accredited cites

34 CFR 600.4(a)(3) & (5)
34 CFR 600.5(a)(4) & (6)
34 CFR 600.6(a)(3) & (5)

Recognition of accrediting agencies cite

34 CFR 602

Obtaining a list of the accrediting agencies

The Department periodically publishes a list of nationally recognized accrediting bodies in the Federal Register, based on criteria given in 34 CFR Part 602. The list of accrediting agencies recognized for Title IV purposes can be found on the Department's Web site at:

http://www.ed.gov/admins/finaid/accred/index.html

The list of accrediting agencies recognized for their preaccreditation categories is section 7. Information about national recognition of states approval agencies is in section 10.

You can also request this list by writing to

The U.S. Department of Education
Accreditation and State Liaison
1990 K, Street N.W. (Room 7159)
Washington, DC 20006-8509

Alternatives to accreditation cites

Institutions of Higher Education (IHE)
34 CFR 600.4(a)(5)(i)
Postsecondary Vocational Institutions (PVI)
34 CFR 600.6(a)(5)(ii)

Preaccreditation cite

Institutions of Higher Education (IHE)
34 CFR 600.4(a)(5)i)
Postsecondary Vocational Institutions (PVI)
34 CFR 600.6(a)(5)(i)

Admissions standards cite

34 CFR 600.4(a)(2)
34 CFR 600.5(a)(2)
34 CFR 600.6(a)(2)

Regular student

A person who is enrolled (or is accepted for enrollment) in an eligible program for the purpose of obtaining a degree, certificate, or other recognized educational credential. Note that, if an individual is not yet beyond the age of compulsory school attendance in the state in which the institution is physically located, the institution may only enroll the individual as a "regular student" if he or she has a high school diploma or its equivalent.

Regular student cite

34 CFR 600.2

If a school is seeking to change primary accreditors it must first provide the Department (and the agencies) all materials documenting the reasons and causes for making the change. (Information on changes in accreditation can be found in chapter 5.)

Alternatives to accreditation

The law provides two statutory alternatives to accreditation. First, a public, or private nonprofit institution may be preaccredited by an agency or association that has been approved by the Department to grant such preaccreditation. Secondly, unaccredited public postsecondary vocational educational institutions may be eligible for FSA program funds if accredited by a state agency that the Department determines to be a reliable authority.

Primary accreditor

The primary accreditor is an accrediting agency whose scope is institution-wide rather than only programmatic. A participating institution must advise the Department which accrediting agency it wants to serve as it's primary accrediting agency for the purpose of FSA eligibility.

Dual accreditation

If a school is accredited by two agencies at the same time, the school must designate which agency's accreditation will be used in determining institutional eligibility for FSA funds and must inform the Department via the E-App. Further, the school must provide to the Department (and to both agencies) all materials documenting the reasons and causes for dual accreditation before the school adds the additional accreditation. See chapter 5 for more on changes in accreditation and loss of eligibility.

ADMISSIONS STANDARDS

An eligible institution may admit as regular students only persons who have a high school diploma or its recognized equivalent, or persons who are beyond the age of compulsory school attendance in the state in which the school is located.

To be eligible for Federal Student Aid, students who are beyond the age of compulsory attendance but who do not have a high school diploma or its recognized equivalent must meet ability-to-benefit criteria or meet the student eligibility requirements for a student who is home schooled. (For more information on this student eligibility requirement, see *Volume 1 – Student Eligibility*).

High school diploma

Unless required by its accrediting or state licensing agency, the school is not required to keep a copy of a student's high school diploma or GED (the recognized equivalent of a high school diploma (see below)). Rather, the school may rely on the student's certification (including that on the FAFSA) that he or she has received the credential and a copy of the certification must be kept on file. This certification need not be a separate document. It may be collected on the school's admissions application. The school may also require the student to provide supporting documentation.

High school diploma
By high school diploma we mean one recognized by the state in which the high school is located. See "Volume 1, Student Eligibility" for more information.

Recognized equivalent of a high school diploma

Generally, a recognized equivalent of a high school diploma is either a GED or a state certificate (received after the student has passed a state-authorized test) that the state recognizes as being equivalent to a high school diploma. However, the Department recognizes that there are special cases. If a student has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree, the student's academic transcript is considered equivalent to a high school diploma. A student without a high school diploma who is seeking enrollment in a program of at least the associate-degree level, and who has excelled academically in high school and met formalized written admissions policies of the school, is also considered to have the equivalent of a high school diploma. These students may be eligible to receive FSA program funds without having to meet the ability-to-benefit requirements, provided the students are no longer enrolled in high school. A student who has neither a high school diploma nor its recognized equivalent may become eligible to receive FSA program funds by achieving a passing score (specified by the Department) on an independently administered test approved by the Department. (For a complete discussion of the Ability-to-benefit provisions and additional discussion of home-schooled students' eligibility, see *Volume 1–Student Eligibility.)*

Ability-to-benefit cite
34 CFR 668, Subpart J

Ability-to-benefit limitation cite
34 CFR 600.7(a)(1)(iv)

A school that admits students who do not have a high school diploma nor its recognized equivalent has some additional considerations. Unless the school provides a four-year bachelor's degree program or two-year associate degree program, it does not qualify as an eligible institution if, for its latest complete award year, more than 50% of its regular enrolled students had neither a high school diploma nor its equivalent. A waiver of this limitation is possible for some schools. See the discussion under *Ability-to-benefit limitation* later in this chapter for more information.

Home schooling

Home schooling cite
34 CFR 668.32(e), and
DCL: GEN-02-11
Eligibility of Home-Schooled Students – Institutional and Student Eligibility, November 27, 2002

Under the student eligibility provisions of the HEA, a student who does not have a high school diploma or GED is eligible to receive Federal Student Aid if the student completes a secondary school education in a home-school setting that is treated as a home school or private school under state law. However, a student must be enrolled in an eligible institution to receive Federal Student Aid, and the statute also requires that an eligible institution may admit as regular students only students with high school diplomas or GEDs, or students who are beyond the age of compulsory school attendance in the state in which the institution is located.

The Department considers that a home-schooled student is beyond the age of compulsory school attendance if the state in which the eligible institution is located does not consider the student truant once he or she has completed a home-school program.

Home schooling example
If your state requires children to attend school until age 17, you may admit as a regular student a home-schooled student who completes the secondary curriculum at age 16 if your state would not consider the student truant and would not require that student to go back to high school, or continue a home-school education until age 17.

In documenting a home-schooled student's completion of secondary school in a home-schooled setting, an institution may rely on a home-schooled student's self-certification that he or she completed secondary school in a home school setting, just as it may accept a high school graduate's self-certification of his or her receipt of a high school diploma. Self-certification of the receipt of a high-school diploma is commonly done through an answer to a question on the Free Application for Federal Student Aid (FAFSA). However, because the FAFSA does not include a question regarding home-school completion, institutions may accept such self-certifications in institutional application documents, in letters from the students, or in some other appropriate record.

"TWO-YEAR" RULE

Branch campus
A branch campus is a location of a school that is geographically apart and independent of the main campus of the school. A location is considered to be independent of the main campus if the location:
- is permanent in nature;
- offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- has its own faculty and administrative or supervisory organization; and
- has its own budgetary and hiring authority.

Branch campus cite
34 CFR 600.2 and 600.8

To be eligible as a proprietary institution or a postsecondary vocational institution, a school must be legally authorized to give (and have continuously been giving) the same postsecondary instruction for at least two consecutive years prior to its application. The educational program(s) offered must remain substantially the same in length and subject matter, except for changes made because of new technology or requirements of other federal agencies. A school subject to the two-year rule may not award Federal Student Aid funds to a student in a program that is not included in the school's approval documents.

If a school is subject to the two-year rule, during the school's initial period of participation in the FSA programs the Department will not approve additional programs that would expand the institution's eligibility. An exception would be considered if the school demonstrates that the program has been legally authorized and continuously provided for at least two years prior to the date of the request.

A branch campus of an eligible proprietary institution or postsecondary vocational institution seeking status as a main campus or freestanding institution is subject to the two-year rule. A branch campus must be designated as such by the Department for two years after certification as a branch campus before the branch can seek certification as a main or freestanding school.

An additional location must obtain approval from the Department to become a branch campus. A branch campus then must operate as a branch campus for two years (satisfy the two-year rule) before it may be considered for status as a freestanding institution. Time as an additional location of an eligible proprietary institution or postsecondary vocational institution does not count toward the two-year rule.

Additional location cite
34 CFR 600.32

ADDITIONAL INSTITUTIONAL ELIGIBILITY FACTORS

An otherwise eligible institution becomes an ineligible institution if the school violates, among other requirements, the 90/10 Rule (applicable to proprietary schools only), the correspondence course limitation, the correspondence student limitation, the incarcerated student limitation, or the ability-to-benefit student limitation. In addition, a school is not eligible if it (or its owner) files for bankruptcy, or if the school, its owner, or its CEO is responsible for a crime involving FSA program funds. A school that becomes ineligible because of one of these factors must immediately stop awarding FSA program funds and must comply with the requirements in 34 CFR 668.26 for a school that has lost its FSA participation. For more information on requirements when a school's FSA participation ends, see chapter 12.

Conditions of institutional ineligibility
34 CFR 600.7

Disqualified individuals and the PPA
In its PPA, a school agrees to not knowingly employ in a capacity involving the administration of Title IV funds, anyone who has pled nolo contendre or guilty or has been administratively or judicially determined to have committed fraud or any other material violation of the law involving federal, state, or local government funds (34 CFR 668.14(b) (18)(i)).

Demonstrations of compliance

All of the *limitation* requirements and the 90/10 Rule involve certain percentage calculations, that are performed by the school either to demonstrate compliance with a requirement or to demonstrate eligibility for a limitation waiver. For each of the tests enumerated above a calculation performed by the school must be attested to by the independent auditor who prepares the school's audited financial statement or its FSA compliance audit (for more information on audits, see chapter 12). If a school's initial or previous calculation was in error, the auditor's report must be part of the audit workpapers and must include a recalculation. The auditor's attestation report must indicate whether the school's determinations (including any relevant waiver or exception) are accurate. Requirements for demonstrating compliance with the 90/10 Rule are discussed below.

Notification cite
34 CFR 600.7(h)
If there is a change to any of a school's answers to the Yes/No questions in Section G of a submitted Electronic Application (E-App) (which deal with enrollment thresholds in these areas), the school must notify the Department via the E-App. The Department will advise the school of its options, including whether the school might be eligible for a waiver.
(Waivers are available for the correspondence student limitation, the incarcerated student limitation, and the ATB limitation.)

For each of the limitation requirements, the school must notify the Department (via Section G of the Application to Participate (**E-App**)) of the school's failure to meet a requirement, its falling within a prohibited limitation, or its ineligibility for a continued waiver, as applicable. The school's notification must occur by July 31 following the end of an award year. A school that fails to meet any of these requirements loses its eligibility to participate in any FSA program as of the last day of the most recent award year for which the school failed to meet the requirement.

If a school loses its eligibility because it failed to meet one or more of the limitation requirements, the school cannot regain eligibility until it can demonstrate that it was in compliance with all of the limitation requirements for the most recently completed award year. Once this has occurred the school may apply to regain its eligibility. In addition, it must also show how its administrative practices and policies have been changed to ensure that it will not fall within prohibited limits in the future.

If a school becomes ineligible because it files for bankruptcy, or if the school, its owner, or its CEO is responsible for a crime involving FSA program funds, the school must notify the Department of the change within 10 days. The loss of eligibility is effective as of the date of the bankruptcy, or the date the school or individual pleads to or is found responsible for the crime, as applicable. A loss of eligibility for these two reasons is permanent. The institution's eligibility cannot be reinstated.

The 90/10 Rule

90/10 cite
Sec. 102 of the HEA
34 CFR 600.5

For schools using a calendar year as their fiscal year, their most recently completed fiscal year is the one that ended on December 31, 2004. For those schools using the award year as their fiscal year, their most recently completed fiscal year will be the one that ends on June 30, 2005.

Proprietary institutions have 90 days after their most recent fiscal year has ended to report to the Department if they did not satisfy the 90/10 Rule for that period. Schools that fail to satisfy the 90/10 Rule lose their eligibility as of the last day of that fiscal year. A school changing from for profit to nonprofit must continue to file this report for the first year of its nonprofit status.

To be eligible for FSA participation, a proprietary institution may derive no more than 90% of its revenues from the FSA programs. As specified in 34 CFR 600.5(d), a school must determine and certify its revenue percentages using the following formula for its latest complete fiscal year.

FSA Program Funds used for tuition, fees, and other institutional charges to students

The sum of revenues generated by the school from: (1) tuition, fees, and other institutional charges for students enrolled in eligible training programs; plus (2) school activities* necessary for the education or training of students enrolled in those eligible programs.

*to the extent not included in tuition, fees, and other institutional charges

If a state agency specifies the exact amount or percentage of LEAP funds included in an individual student's state grant, only the specified amount or percentage of the student's state grant up to $5,000 (the statutory maximum LEAP award) is considered LEAP funds.

If the state agency identifies a specific student's state grant as containing LEAP funds but does not provide an exact amount or percentage, the entire amount of the grant up to $5,000 is considered LEAP funds. State grant funds that are not LEAP/SLEAP are included in the denominator.

If the state agency does not specify the amount of LEAP funds included in a student's individual grant but does specify the percentage of LEAP funds in the entire amount of state grant funds provided to the school and the student meets the FSA student eligibility requirements, the school must apply this percentage to the individual student's total state grant to determine the amount of the grant up to $5,000 to be considered LEAP funds.

Exclusions from fraction

In determining whether a school satisfies the 90/10 Rule, the following funds are excluded from both the numerator and denominator:

1. FWS funds (unless the school used these FWS funds to pay a student's institutional charges);
2. LEAP and SLEAP funds;
3. institutional funds the school uses to match Federal Student Aid funds;
4. refunds paid to or on behalf of students who have withdrawn dropped out, been expelled, or otherwise failed to complete the period of enrollment;
5. the cost of books, supplies, and equipment unless those costs are institutional charges as described in *Volume 5 – Overawards, Overpayments, and Withdrawal Calculations.*

The cash basis of accounting

A proprietary institution of higher education must use the cash basis of accounting in determining whether it satisfies the 90/10 Rule. Under the cash basis of accounting, revenue is recognized when received rather than when it is earned.

For the purpose of calculating the qualifying percentages under the 90/10 Rule, revenue is an inflow or other enhancement of assets to an entity, or a reduction of its liabilities resulting from the delivery or production of goods or services. A school may recognize revenue only when the school receives cash, i.e., when there is an inflow of cash. As a result, **in order for an school to recognize revenue under the cash basis of accounting, that revenue must represent cash received from a source outside the institution**.

FSA program funds for institutional charges

In figuring what FSA program funds were used to pay tuition, fees, and other institutional charges, a school **must** assume that any FSA program funds disbursed (or delivered) to or on behalf of a student were used for such costs, regardless of whether the school credits those funds to the student's account or pays them directly to the student, **unless** those costs were otherwise paid by

- grant funds provided by nonfederal public agencies,
- grant funds provided by independent private sources,
- funds from qualified government agency job training contracts, or
- funds received from a prepaid state tuition plan.

Revenues

Revenues

Revenues from auxiliary enterprises and activities that are not a necessary part of the students' education, such as revenues from the sale of equipment and supplies to students and revenues from vending machines, may **not** be included in the denominator of the 90/10 calculation.

If a clinic or service is
- operated by the school;
- offered at the school;
- performed by students under direct faculty supervision; and
- required of all students as part of their educational program

then revenues from the clinic or service may be included in the denominator of the 90/10 calculation.

In figuring revenues generated by school activities, a school may include only revenue generated by the school from activities it conducts, that are **necessary for its students' education or training**. The activities must be

- conducted on campus or at a facility under the control of the institution;
- performed under the supervision of a member of the institution's faculty; and
- required to be performed by all students in a specific educational program at the institution.

When an school makes a loan to a student, it does not receive cash from an outside source. Accordingly, cash revenue from institutional loans is recognized only when those loans are repaid, because that is when there is an inflow of cash from an outside source. Loan proceeds from institutional loans that were disbursed to students may not be counted in the denominator of the fraction, because these *proceeds* neither generate nor represent actual inflows of cash. The school may include only loan repayments it received during the appropriate fiscal year for previously disbursed institutional loans.

Additional guidance

on 90/10 and institutional loans and scholarships can be found in Dear Partner Letter GEN-99-33 and Dear CPA Letters CPA-99-01 and CPA-99-02.

Institutional grants in the form of tuition waivers do not count as revenue because no new revenue is generated. Similarly, internal transfers of cash among accounts are not considered revenue because they do not represent an inflow of cash to the institution. Institutional scholarships are not revenues generated by the school (unless they are donated by an unrelated or outside third party). An exception is permitted for schools to use donations from a related party to create restricted accounts for institutional scholarships, but only the amount earned on the restricted account and used for scholarships would count as revenue in the denominator of the calculation.

Funds held as credit balances in institutional accounts cannot be counted in the 90/10 formula. However, once funds held as credit balances are used to satisfy institutional charges, they would be counted in both the numerator and the denominator of the formula.

Revenue generated from the sale of *nonrecourse* institutional loans to an unrelated third party may be counted as revenue in the denominator of the 90/10 calculation to the extent that the revenues represent actual proceeds from the sale.

Loans made by a private lender that are **in any manner** guaranteed by the school are known as *recourse loans*. The proceeds from recourse loans may be included in the denominator of an institution's 90/10 calculation for the fiscal year in which the revenues were received, provided that the institution's reported revenues are also reduced by the amount of recourse loan payments made to recourse loan holders during that fiscal year.

Note that recourse loan payments may be for recourse loans that were made in a prior fiscal year. Under the cash basis of accounting the reductions to total revenues in the denominator of the 90/10 calculation are reported in the fiscal year when the payments are made.

The nonrecourse portion of a partial recourse loan may be included in a 90/10 calculation. In order to include a partial recourse loan in a 90/10 calculation, the contract must identify the percentage of the sale that is nonrecourse; only that percentage may be included. Furthermore, no after-the-fact adjustments may be provided for.

The sale of institutional loan receivables is distinguishable from the sale of an institution's other assets because receivables from institutional loans are produced by transactions that generate tuition revenue. Tuition revenue represents income from the major service provided by an institution. That would not be true in the case of the sale of other institutional assets.

Failure to satisfy the 90/10 Rule

Schools that fail to satisfy the 90/10 Rule automatically lose their eligibility on the last day of the fiscal year for which the calculation is done. As mentioned earlier, the school must immediately stop awarding FSA program funds and comply with the provisions of 34 CFR 668.26. Schools have 90 days after their most recently completed fiscal year has ended to report to the Department if they did not satisfy the 90/10 Rule for the fiscal period.

Financial statement disclosure

A proprietary school is required to disclose the percentage of its revenues derived from the FSA programs (that the school received during the fiscal year covered by the audit) as a footnote to its audited financial statement. For information on audited financial statements, see chapter 12.

Financial statement notification

A school must send notice of its failure to satisfy the 90/10 Rule to the Department by U.S. Mail to the following address:

U.S. Department of Education
School Eligibility Channel
Data Management and Analysis Division
Document Receipt and Control Center
830 First Street, NE
Room 71-I-1
Washington, DC 20002-5402

Phone: (to confirm receipt only) (202) 377-3161, or (202) 377-3155.

Correspondence course and correspondence student limitation

Conditions of institutional ineligibility cite
34 CFR 600.7

Correspondence limitations cite
Sec. 481(a)(3)(A) and (B) of the HEA
34 CFR 600.7(a)(1)(i) and (ii)

Student eligibility
For information about a student's eligibility for FSA program funds while enrolled in a correspondence course and cost of attendance information for correspondence courses, see Volume 1 – Student Eligibility.

In general, a school does not qualify as eligible to participate in the FSA programs if, for the latest complete award year,

- more than 50% of the school's courses were correspondence courses (correspondence course limitation),

 This limitation does not apply to a school that mainly provides vocational adult education or job training (as defined under Sec. 521(4)(C) of the Carl D. Perkins Vocational and Applied Technology Education Act).

- 50% or more of the school's regular enrolled students were enrolled in correspondence courses (correspondence student limitation).

 This limitation may be waived for a school that offers a two-year associate degree or four-year baccalaureate degree program if the school demonstrates to the Department that in that award year, the students enrolled in its correspondence courses receive no more than 5% of the total FSA program funds received by all of the school's students in the award year.

For additional information on the effects of correspondence courses and students on institutional eligibility, see chapter 8.

Incarcerated student limitation

Incarcerated student defined
An "incarcerated student" is a student who is serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution (does not include detention in a halfway house, home detention, or weekend-only sentences).

Incarcerated student limitation cite
34 CFR 600.7(a)(1)(iii) and 600.7(c)

A school is not eligible for FSA program participation if, in its latest complete award year, more than 25% of its regular students are incarcerated. A public or private non-profit school can ask the Department to waive this limitation. For a public or private non-profit school offering only two-year or four-year programs that lead to associate or bachelor's degrees, the waiver applies to all programs offered at the school. However, if the public or private non-profit school offers other types of programs, the waiver would apply to any of the school's two-year associate degree programs or four-year bachelor's degree programs, and also to any other programs in which the incarcerated regular students enrolled have a 50% or greater completion rate. (The calculation of this completion rate is specified in Section 600.7(e)(2) of the Institutional Eligibility regulations and must be attested to by an independent auditor.) If granted, the waiver is effective as long as the public or private non-profit school continues to meet the waiver requirements each award year. For information on the eligibility of incarcerated students for FSA assistance, see Volume 1 – Student Eligibility.

Note: A non-profit school may request the waiver using the E-App, by answering the questions in "section G" and explaining in "question 69." (see http://www.eligcert.ed.gov).

Ability-to-benefit limitation

Ability-to-benefit cite
34 CFR 668, Subpart J

Ability-to-benefit limitation cite
34 CFR 600.7(a)(1)(iv)

A student who has neither a high school diploma nor its equivalent is referred to as an *ability-to-benefit* student (see *Volume 1 – Student Eligibility* for additional information about ability-to-benefit students). Unless a school provides a four-year bachelor's degree program, or a two-year associate degree program, the school will not qualify as an eligible institution if, for its latest complete award year, more than 50% of its regular enrolled students had neither a high school diploma nor its equivalent.

If a public or private nonprofit institution exceeds the ability-to-benefit limitation because it serves significant numbers of ability-to-benefit students through contracts with federal, state, or local government agencies, the Department may waive the limitation.

The waiver will only be granted if no more than 40% of the public or private non-profit regular students not served through contracts with federal, state, or local government agencies to provide job training do not have a high school diploma or its equivalent. If granted, the waiver may be extended in each year the public or private non-profit school continues to meet the requirements. The public or private non-profit school's ability-to-benefit calculation must be attested to by an independent auditor.

Bankruptcy

A school is not an eligible institution if the school, or an affiliate of the school that has the power, by contract or ownership interest, to direct or cause the direction of the management of policies of the school, files for relief in bankruptcy or has entered against it an order for relief in bankruptcy.

Crimes involving FSA program funds

Prohibited associations cite
34 CFR 668.14(b) (18)(i), (ii), & (iii)

In order to safeguard FSA funds, schools are prohibited from having as principals or employing, or contracting with other organizations that employ individuals who have engaged in the misuse of government funds. Specifically, a school must not knowingly –

1. employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled nolo contendere or guilty to, a crime involving the acquisition, use, or expenditure of federal, state, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving federal, state, or local government funds;

2. contract with a school or third-party servicer that has been terminated under the HEA for a reason involving the acquisition, use, or expenditure of federal, state, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving federal, state, or local government funds; or

3. contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been:

 a. convicted of, or pled nolo contendere or guilty to, a crime involving the acquisition, use, or expenditure of federal, state, or local government funds; or

 b. administratively or judicially determined to have committed fraud or any other material violation of law involving federal, state, or local government funds.

FOREIGN SCHOOLS ELIGIBLE FOR FFEL PROGRAMS

You can find additional information about foreign school eligibility in "The Student Financial Aid Handbook for Foreign Schools" on the IFAP Web site located at – **http://ifap.ed.gov**

In general, by law, a foreign school can participate in the FFEL programs if the foreign school is comparable to an institution of higher education (as defined earlier in this section) and has been approved by the Department. Additionally, the regulations set out specific requirements for foreign medical schools and foreign veterinary schools.

Applying for Participation in the FSA Programs

CHAPTER 2

In this chapter, we will discuss how and when a school applies for approval to participate in the Federal Student Aid (FSA) programs including – when a school should submit an Application to Participate (E-App) and the steps a school must follow when submitting an E-App.

APPLYING TO PARTICIPATE

To participate in any of the FSA programs—the Federal Pell Grant Program, the Federal Direct Loan Program, the Federal Family Education Loan (FFEL) Program, and the Campus-Based programs (Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Federal Perkins Loan)—a school must be certified by the Department.

To apply for institutional participation, a school must submit an electronic application (E-App) to the Department. In evaluating the school and deciding whether to approve or deny the request to participate in any FSA program, the Department examines the E-App and accompanying submissions. In addition, for schools that are participating or have participated in the FSA programs, the Department will examine a school's compliance, financial statements, audits and program reviews. The Department also will check to see if a school has submitted all the required financial statements and compliance audits. The Department may request additional materials (such as those containing the school's satisfactory academic progress policy, admissions policies, and refund policies) and ask additional questions.

The E-App contains information that allows the Department to examine three major factors about the school: institutional eligibility, administrative capability, and financial responsibility. These subjects are discussed in detail in chapters 1, 3, 4, 10 and 11. In addition, a school can use the E-App to apply for participation in either or both the FFEL and Direct Loan programs.

The FSA Assessment module that can assist you in understanding and assessing your compliance with the provisions of this chapter is "Institutional Eligibility," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentA.html

THE ELECTRONIC APPLICATION (E-APP)

The Department has made the E-App available on the Department's Web site. The address is

http://www.eligcert.ed.gov

The Department has created an electronic application (**E-App**) that a school must use when it

- wishes to be designated as an *eligible institution* so that its students may receive deferments under the FSA programs, its students may be eligible for the Hope and Lifetime Learning Tax Credit, or so that the school may apply to participate in federal HEA programs other than the FSA programs;
- wishes to be approved for the first time (initial certification) to participate in the FSA programs;
- wishes to be reapproved (*Recertification*) to participate in the FSA programs (discussed in chapter 5);
- wishes to be reinstated to participate in the FSA programs (discussed in chapter 5);
- undergoes a change in ownership, a conversion from a for-profit institution to a nonprofit institution or vice versa, or a merger of two or more institutions (referred to collectively as a *change in ownership, structure, or governance* for the remainder of the chapter) and wishes to participate in the FSA programs (discussed in chapter 5);
- must update information previously reported (discussed in chapter 5); or
- wishes to expand its FSA eligibility and certification (discussed in chapter 5).

The date of submission for an E-App is the date a school uses the *Submit Application* page to electronically submit the E-App or the date the signature page and supporting documents were postmarked or sent by a delivery service, whichever is later (the date the school submits a materially complete application).

If a school is not currently an eligible school under the HEA, it will not be considered eligible during the Department's review period.

How The E-APP is Organized

This E-App is divided into 13 sections, with a glossary at the end.

This Section . . .	*is for . . .*
A through D	*General questions about the school.*
E and F	*Questions about educational programs and locations that the school wishes to be eligible for FSA programs.*
G	*Questions about telecommunications and/or correspondence (tele/corr) courses, students enrolled under ability-to-benefit provisions, and incarcerated students.*
H	*Schools that are initial applicants, schools with a change in ownership or structure, and schools seeking reinstatement.*
I	*Foreign schools, including foreign graduate medical schools.*
J	*Questions about third-party servicers that perform any function relating to the school's FSA program*
K	*Questions about the school's administrative capability and financial responsibility.*
L	*The school's President/CEO/Chancellor to sign.*
M	*A checklist of copies of documents that must be included as applicable.*[1]
Glossary	*Specific definitions of terms used in the E-App.*

[1] *These include the school's current letter of accreditation; valid state authorization; and, in some cases, audited financial statements, a default management plan and, for a school undergoing a change in ownership, an audited balance sheet showing the financial condition of the school at the time of the change in ownership.*

Applying as an eligible nonparticipating school

Some schools choose to establish their eligibility for FSA programs but elect not to participate in them, because designation as an eligible institution qualifies a school or its students to apply to participate in non FSA programs, such as the HOPE and Lifetime Learning Tax Credit. In addition only students attending eligible institutions qualify for in-school deferments of payments on their federal education loans.

Since they are not administering federal student aid, nonparticipating eligible schools are only required to renew their eligibility when the Department requests. Otherwise, as long as such schools continue to meet the eligibility criteria, their eligibility status continues indefinitely.

Following its submission, the Department will contact the school if it has additional questions about the school's E-App. Generally, this will be within 90 days of the Department receiving an E-App.

Applying for initial certification as a participating school

A school applying for initial certification

- may submit an E-App to the Department at any time;
- must submit a materially complete E-App to the Department.

1. A school seeking initial certification should go to the web site

 http://www.eligcert.ed.gov

 and click on the hot link marked, *initial applicants*. The hot link will take you to questions the school must answer.

New Schools

Materially complete

A school submits a materially complete application if it submits a fully completed E-App form supported by

- a copy of the school's state license or other equivalent document authorizing the school to provide a program of postsecondary education in the state in which it is physically located,
- a copy of a document from its accrediting agency that grants it accreditation status, including approval of the nondegree programs it offers, and
- any other required supporting documentation.

2 Once the school answers these questions, the school prints and faxes them to the School Participation Team (SPT) responsible for the school's home state. A current list of SPT phone numbers can be found on the E-App Web site under *Introduction* and in the chart at the end of chapter 12.

3 The information provided will be entered into the Postsecondary Education Participant System (PEPS) database and will appear on the web application. This reduces the need to answer the question more than once.

4 Until this time, a school has had access only to a limited portion of the E-App (five questions). Now SPT provides the school with an OPEID number that gives the school access to the entire E-App. The school reenters the Web site and completes the E-App using its OPEID.

5. The school must print Section L of the E-App (the signature page), and the school's president/CEO must sign it. The school must send the completed signature page and all required supporting documents to ED at

U.S. Department of Education, FSA
Integrated Partner Management
830 First Street, NE
Washington, DC 20202-5402

ED recommends that a school keep a copy of its E-App and supporting documents and retain proof of the date it submitted the E-App.

Following submission of an E-App, the Department will contact the school if it has additional questions about the E-App. (A school that has never been certified, will not be considered certified during the review period.) Depending on the outcome of its review, the

Note: In the case of a proprietary institution and a postsecondary vocational institution, there is an eligibility requirement that the school must have been legally authorized to provide and has provided the same or similar post secondary instruction continuously for at least two consecutive years before it can participate in the FSA Programs. This is known as the "Two-Year Rule " (see chapter 1).

For schools subject to the two-year rule, during the school's initial period of participation in the FSA programs, ED will not approve adding programs that would expand the institution's eligibility.

An exception may be considered if the school can demonstrate that the program has been legally authorized and continuously provided for at least two years prior to the date of the request. A school subject to the two-year rule may not award Title IV funds to a student enrolled in a program that is not included in the school's approval documents.

Department either will send the school two copies of the PPA to sign and return, or notify it that its E-App is not approved.

Fundamentals of Title IV Administration Training cite
34 CFR 668.13(a)(2) and (3)

FSA Administration Training Requirement

In order to participate in any FSA program, a school must send two representatives (its president/CEO and a financial aid administrator) to a Fundamentals of Title IV Administration Training workshop offered by the Department. The Department also requires a school that has undergone a change in ownership, structure, or governance to attend the training.

Fundamentals of Title IV Administration training provides a new school with a general overview of the FSA programs and their administration. It does not cover fiscal and accounting procedures in detail.

- The chief executive may elect to send for Title IV training another executive level officer of the school in his or her place. Both the designated financial aid administrator and the chief executive of the school, or designee, must attend the certification training up to one year prior to but no later than twelve months after the school executes its program participation agreement.
- The attending financial aid administrator must be the person designated by the school to be responsible for administering the FSA programs. The financial aid representative must attend all four and one-half days of the workshop.

 If the school uses a consultant to administer its financial aid, the consultant must attend the training as the school's financial aid representative. Because the school ultimately is responsible for proper FSA program administration, the Department strongly recommends that a financial aid employee from the school attend the training as well.

The school may request a waiver of the training requirement for the financial aid administrator and/or the chief executive from its School Participation Team. The Department may grant or deny the waiver for the required individual, require another official to take the training, or require alternative training.

Note: If a school once participated in the FSA programs but no longer does so, it will not be considered certified during the Department's review period.

REINSTATEMENT

A school that voluntarily left the FSA programs

- may seek to be reinstated at any time, and
- must submit a materially complete application to the Department (using its old OPEID number).

Following submission of an E-App, the Department will contact the school if it has additional questions. Generally, this will be within 90 days of the Department receiving an E-App.

After completing its review, if a school's E-App has been approved, the Department will send an electronic notice to the president and financial aid officer notifying them that the school's PPA is available to print, review, sign, and return. If the school's E-App has not been approved, we will notify the school and explain why.

A school that was terminated from the FSA programs or that left because it was about to be terminated or otherwise sanctioned

- generally must wait 18 months before applying for reinstatement;
- must submit a materially complete application to the Department; and
- under the cohort default rate rules only, generally loses the ability to participate for the remainder of the current fiscal year and the two following fiscal years.

Following submission of a materially complete application, the Department will contact the school if it has additional questions. Generally, this will be within 90 days.

OUTCOMES OF THE APPLICATION PROCESS

Review of an E-App results in one of three outcomes: (1) full certification, (2) provisional certification, or (3) denial. **If approved, initial applications, applications submitted as a result of a change in ownership, and applications requesting reinstatement, are always approved provisionally.**

If the Department approves a school's E-App, the Department will send an electronic notice to the CEO/president and financial aid administrator notifying them that the school's PPA is available to print, review, sign, and return. The PPA includes the date that the school's eligibility to participate expires. The school must sign and return two copies of the PPA to the Department. The Department then sends the school an Eligibility and Certification Approval Report (ECAR) and the school's copy of the PPA, signed and dated on behalf of the Secretary. The ECAR contains the most critical data elements that form the basis of the school's approval and lists the highest level of programs offered, any nondegree programs or short-term programs, and any additional locations that have been approved for the FSA

programs. Both the PPA and ECAR must be kept available for review by auditors and Department officials, including individuals conducting FSA program reviews.

Effective date for participation

The date the PPA is signed on behalf of the Secretary is the date the school may begin FSA program participation. (Currently, there are additional steps that must be taken for participation in the Direct Loan Program. The Department's Program Systems Service and regional offices are notified, as well as state guaranty agencies, that the school is approved to participate in the FSA programs.

Beginning to disburse funds

A school may make Pell Grant disbursements to students for the payment period during which the PPA is signed. Schools receiving initial certification can participate in the Campus-Based programs in the next award year that funds become available. FFEL and Direct Loan program disbursements may begin in the loan period that the PPA is signed on behalf of the Secretary.

Provisional certification

In certain cases, rather than granting full approval to participate, the Department may grant a school *conditional approval* to participate in the FSA programs (for up to three complete award years). Referred to as *provisional certification* in the law, this level of approval is granted at the Department's discretion.

The Department will, if it approves the school, offer provisional certification to a school that allowed its PPA to expire and reapplied to participate in the FSA programs after its approval to participate ended. If the Department grants a provisional certification, the PPA details the provisions of that certification.

> **Note:** If a school applying for recertification meets the submission deadlines detailed in the introduction to the E-App, its PPA automatically remains in effect until the Department either approves or does not approve the E-App.

Provisional certification is always used when –

- a school is applying to participate for the first time (if approved, it will be provisionally certified for no more than one complete award year), and
- a participating school is reapplying because it has undergone a change in ownership, structure, or governance. If approved, it will be provisionally certified for no more than three complete award years.

> **Important:** For schools subject to the two-year rule, during the school's initial period of participation in the FSA programs, the Department will not approve additional

programs that would expand the scope of the school's eligibility.

Provisional certification may also be used when –

- a participating school whose participation has been limited or suspended (or that voluntarily agrees to this provisional status) is judged by the Department to be in an administrative or financial condition that might jeopardize its ability to perform its responsibilities under its PPA;
- a participating school's accrediting agency loses its Departmental approval while it seeks approval from another accrediting agency (it may be provisionally certified for no more than 18 months after the agency's loss of approval);
- it is determined that a school is not financially responsible but the school has met other requirements and has accepted provisional certification; or
- in some cases, a school that is reapplying for certification has a high default rate.

Revoking provisional certification

If the Department determines that a school with provisional certification cannot meet its responsibilities under its PPA, the Department may revoke the school's participation in the FSA programs. The Department will notify the school of such a determination in a notice that states the basis and consequences of the determination. The notice is sent by certified mail (or other expeditious means). The revocation takes effect on the date the Department mails the notice to the school.

The school may request a redetermination of the revocation by submitting, within 20 days of receiving the notice, written evidence (filed by hand delivery, mail, or fax) that the finding is unwarranted. The Department will review the request and notify the school by certified mail of its decision. If the revocation is upheld, the school may not apply for reinstatement for 18 months or until the expiration of any debarment/suspension action, whichever is later.

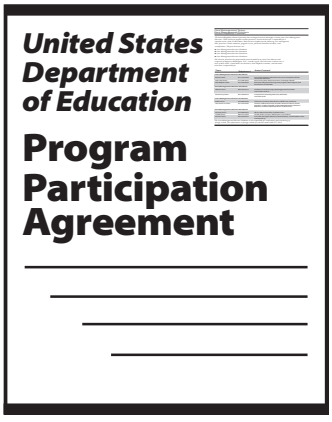
THE PROGRAM PARTICIPATION AGREEMENT

If the Department determines that a school has met the eligibility requirements (discussed in chapters 1, 3, and- 4), the Department then assesses the school's financial responsibility and administrative capability. These evaluations are used to determine whether the school may be certified for participation in the FSA programs. For more information on administrative capability and financial responsibility, see chapters 10 and 11 respectively.

Once the Department certifies a school to participate in the FSA programs, the school is bound by the requirements of those programs.

Program Participation Agreement cites

Sec. 487 of the HEA
34 CFR 668.14


United States Department of Education

Program Participation Agreement

To begin its participation, a school must enter into a Program Participation Agreement (PPA).

An eligible school must enter into a PPA with the Department to participate in the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), Federal Perkins Loan (Perkins), Federal Direct Loan Program (DL) and Federal Family Education Loan (FFEL).

Purpose and scope of the PPA

Under the PPA, the school agrees to comply with the laws, regulations, and policies governing the FSA programs. After being certified for FSA program participation, the school must administer FSA program funds in a prudent and responsible manner. A PPA contains critical information about a school's participation in the FSA programs. In addition to the effective date of a school's approval, the date by which the school must reapply for participation, and the date on which the approval expires, the PPA lists the FSA programs in which the school is eligible to participate.

After enumerating the FSA programs in which a school is authorized to participate, a PPA states the General Terms and Conditions for institutional participation. By signing the PPA a school agrees to

1. comply with the program statutes, regulations, and policies governing the FSA programs;
2. establish a drug abuse prevention policy accessible to any officer, employee, or student at the school;
3. comply with
 a. the Campus Security Policy and Crime Statistics disclosure requirements of the HEA;
 b. Title VI of the Civil Rights Act of 1964, as amended, barring discrimination on the basis of race, color, or national origin;
 c. Title IX of the Education Amendments of 1972, barring discrimination on the basis of sex;
 d. Section 504 of the Rehabilitation Act of 1973, barring discrimination on the basis of physical handicap; and
 e. The Age Discrimination Act of 1975;
4. acknowledge that the Department, states, and accrediting agencies share responsibility for maintaining the integrity of the FSA programs and that these organizations may share information about the school without limitation; and

5. acknowledge that the school must, prior to any other legal action, submit any dispute involving the final denial, withdrawal, or termination of accreditation to final arbitration.

PPA Requirements

In addition to the general statement that a school will comply with the program statutes, regulations, and policies governing the FSA programs, a PPA contains references to selected important provisions of the General Provisions Regulations (34 CFR Part 668). Some of the specific requirements in 34 CFR 668 enumerated in a PPA are discussed below. Others are discussed elsewhere in this Handbook. The PPA specifies that –

1. The school will use funds received under any FSA program as well as any interest and other earnings thereon **solely for the purposes specified for that program**.
2. If the school is permitted to request FSA program funds under an advance payment method, the school will **time its requests for funds to meet only the school's immediate FSA program needs** (see *Volume 4 – Processing and Managing FSA Funds).*
3. **Schools cannot charge for processing or handling any application or data used to determine a student's FSA eligibility.** For instance, the school may not charge (or include in the student's cost of attendance) a fee to certify a loan application, complete a deferment form, process a Pell Grant payment, verify an application, or send or request a financial aid transcript.

 A student uses the Free Application for Federal Student Aid (FAFSA) to apply for FSA program funds. However, a school may require additional data that are not provided on the federal form to award school aid. School charges for collecting such data must be reasonable and within marginal costs.
4. The school will comply with the provisions of 34 CFR 668 relating to factors of **financial responsibility and administrative capability** (see chapters 10 and 11).
5. The school will **provide timely information** on its administrative capability and financial responsibility to the Department and to the appropriate state, guaranty, and accrediting agencies (see chapters 10 and 11).
6. The school must, in a **timely manner**, complete reports, surveys, and any other data collection effort of the Department including surveys under the Integrated Postsecondary Education Data System (IPEDS).

7. The school will not provide any statement to a student or certification to a lender that qualifies the student for a loan or loans in excess of the annual or aggregate loan limits applicable to that student according to the appropriate regulations.

8. The school will provide information concerning **institutional and financial assistance information** as required to students and prospective students (see chapter 6).

9. If the school advertises **job placement rates** to attract students, it must provide a prospective student with any relevant information on state licensing requirements for the jobs for which the offered training will prepare the student. Also, the school must provide a statement disclosing the most recent available data concerning employment statistics, graduation statistics, and other information to substantiate the truthfulness of the advertisements.

The law does not require a school to verify that a student is enrolled in a GED program or to monitor the student's progress in the program. A student admitted based on his or her ability to benefit who does not have a high school diploma or its recognized equivalent is not required by law to enroll in a GED program, but the school may choose to make this an admission requirement.

10. If the school participates in the FFEL program, the school will provide borrowers with information about **state grant assistance** from the state in which the school is located, and will inform borrowers from other states of the sources of information about state grant assistance from those states.

11. If the school provides financial assistance to students under the **ability to benefit** provisions, the school will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma (For additional information, see chapter 3.).

12. The school cannot deny FSA funds on the grounds that a student is **studying abroad** if the student is studying in an approved-for-credit program (see chapters 1 and 7).

13. To begin participation in the FFEL programs (or if a school **changes ownership** or changes its status as a parent or subordinate institution), the school must develop a **default management plan** for approval by the Department and must implement the plan for at least two years.

 A school is exempt from submitting a default management plan if (a) the parent school and the subordinate school both have a cohort default rate of 10% or less and (b) the new owner of the parent or subordinate school does not own, and has not owned, any other school with a cohort default rate over 10%.

14. The school must **acknowledge the authority of the Department** and other entities to share information

regarding fraud, abuse, or the school's eligibility for participation in the FSA programs (see chapter 12).

15. The school **may not knowingly employ or contract** with any individual, agency, or organization that has been convicted of or pled guilty or nolo contendere to a crime or was judicially determined to have committed fraud involving the acquisition, use, or expenditure of federal, state, or local government funds or has been administratively or judicially determined to have committed fraud or any other material violation involving federal, state, or local government funds.

16. In the case of a school that offers athletically related student aid, it will **disclose the completion and graduation rates of student athletes** and the athletic program participation and financial support pursuant to 34 CFR 668.47 and 34 CFR 668.48 in conformance with the Student Right-to-Know Act (see chapter 6).

17. The school **cannot penalize** in any way a student who is unable to pay school costs due to compliance with the FSA program requirements or due to a delay in a Title IV loan disbursement caused by the school.

18. The school cannot pay or contract with any entity that pays commissions or other incentives based directly or indirectly on securing enrollment or financial aid (except when recruiting foreign students ineligible for FSA program funds) to persons engaged in recruiting, enrolling, admitting, or financial aid administration (For additional information, see the section *Incentive Compensation* later in this chapter.).

19. The school must comply with the requirements of the Department as well as those of accrediting agencies (see chapter 1).

20. The school must comply with the requirements for the **Return of Title IV funds** when a student withdraws (see *Volume 5 – Overawards, Overpayments, and Withdrawal Calculations*).

21. The **school is liable** for all improperly administered funds received or returned under the FSA programs including any funds administered by a third-party servicer.

22. A school must furnish information to the holders of Stafford or PLUS loans that were made at that school, as needed to carry out program requirements.

23. A school must not certify or originate an FFEL or Direct Loan for an amount that exceeds the annual or aggregate loan limits.

24. If the stated objectives of an educational program offered by the school are preparing students for **gainful employment in a recognized occupation the school** will

a. demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation, and

b. establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

25. Either the institution or the Department may terminate a PPA.

An institution's PPA no longer covers a location of the institution as of the date that location ceases to be part of the participating institution.

The above list is not exhaustive; schools must carefully review all of the requirements listed on their PPA and those specified in 34 CFR 668.14. In addition, a school must meet any requirements for participation specific to an individual FSA program.

General Participation Requirements

CHAPTER 3

A school that participates in the FSA programs must meet certain requirements. Participation standards are important because FSA funds received by a participating school are held in trust by that school for the intended student beneficiaries (except for allowed administrative expense reimbursement). This chapter explains many of the participation requirements.

GENERAL REQUIREMENTS

Voter registration

The PPA includes a voter registration requirement that applies to general elections and special elections for federal office, and to the elections of governors and other chief executives within a state.

If a participating institution is not located in a state that has enacted the motor vehicle/voter registration provisions of the National Voter Registration Act, the PPA requires the institution to make a good faith effort to distribute voter registration forms to its students. (Schools in Puerto Rico are not subject to this provision because Puerto Rico is not a state under the National Voter Registration Act.)

A school must request voter registration forms from the state in which it is located 120 days prior to the state's deadline for registering to vote. The school must make the voter registration forms widely available to its students. It must individually distribute the forms to its degree or certificate seeking (FSA eligible) students.

If a school dos not get the forms within 60 days prior to the deadline for registering to vote in the state, it is not liable for failing to meet the requirement during that election year.

GED preparatory program required

A school that admits students without a high school diploma or its recognized equivalent (except home-schooled students) must make a GED preparatory program available to its students. The school must provide information about the availability of the GED program to affected students. The course does not have to be provided by the school itself, and the school is not required to pay the costs of the program. The GED program must be offered at a place that is

The FSA Assessment modules that can assist you in understanding and assessing your compliance with the provisions of this chapter are "Institutional Eligibility," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentA.html

"Consumer Information," at

http://ifap.ed.gov/qamodule/ConsumerModule/ConsumerInformation.html

and "Recertification," at

http://ifap.ed.gov/qamodule/RecerModule/Recertification.html

convenient for the students and the school must take reasonable steps to ensure that its students have access to the program, such as coordinating the timing of its program offerings with that of the GED program. The GED program must be proven successful in preparing its students to obtain a GED—such programs include GED programs that are conducted by state and local secondary school authorities, as well as programs for which the school has documentation that statistically demonstrates success.

The law does not require a school to verify that a student is enrolled in a GED program or to monitor the student's progress in the program. A student admitted based on his or her ability to benefit who does not have a high school diploma or its recognized equivalent is not required by law to enroll in a GED program, but the school may choose to make this an admission requirement. A student may not receive FSA program funds for the GED program although he or she may be paid for postsecondary courses taken at the same time as the GED coursework, including remedial coursework at the secondary level or higher.

For more on remedial coursework, including the admission of ability-to-benefit students, see *Volume 1 – Student Eligibility.*

Civil rights and privacy requirements

When a school signs the PPA, it also agrees to comply with the civil rights and privacy requirements contained in the Code of Federal Regulations (CFR) that apply to all students in the educational program, not just to FSA recipients (see chapters 6 & 9).

CONTRACTS WITH THIRD-PARTY SERVICERS

Third-party servicer cite

34 CFR 668.25, 668.1, 668.2, 668.11, 668.14 668.15, 668.16, 668.23, 668.81, 668.82, 668.83, 668.84, 668.86, 668.87, 668.88, 668.89, and Subpart H.

Schools are permitted to contract with consultants for assistance in administering the FSA programs. However, the school ultimately is responsible for the use of FSA funds and will be held accountable if the consultant mismanages the programs or program funds.

The General Provisions regulations contains requirements for all participating institutions that contract with third-party servicers. As defined by regulation, a third-party servicer is an individual or organization that enters into a contract (written or otherwise) with a school to administer any aspect of the institution's FSA participation.

Examples of functions that are covered by this definition are:

- processing student financial aid applications, performing need analysis, and determining student eligibility or related activities;
- certifying loan applications, servicing loans, or collecting loans;

- processing output documents for payment to students, and receiving, disbursing, or delivering FSA funds;
- conducting required student consumer information services;
- preparing and certifying requests for advance or reimbursement funding, preparing and submitting notices and applications required of eligible and participating schools, or preparing the Fiscal Operations Report and Application to Participate (FISAP); and
- processing enrollment verification for deferment forms or Student Status Confirmation Reports.

Excluded activities

Examples of functions excluded from this definition are:

- performing lockbox processing of loan payments;
- performing normal electronic fund transfers (EFTs);
- publishing ability-to-benefit tests;
- acting as a Multiple Data Entry Processor (MDE);
- financial and compliance auditing;
- mailing documents prepared by a school or warehousing school records;
- participating in written arrangements between eligible schools to make eligibility determinations and FSA program awards under 34 CFR 668.5(d)(2); and
- providing computer services or software.

Employees of a school

An employee of a school is not a third-party servicer. For this purpose, an employee is one who:

- works on a full-time, part-time, or temporary basis,
- performs all duties on site at the school under the supervision of the school,
- is paid directly by the school,
- is not employed by or associated with a third-party servicer, and
- is not a third-party servicer for any other school.

Requirements for contracting with a third-party servicer

A school may only contract with an eligible third-party servicer as specified by the regulatory criteria. Under such a contract, the servicer agrees to comply with all applicable requirements, to refer any suspicion of fraudulent or criminal conduct in relation to FSA program administration to the Department's Inspector General, and, if

the servicer disburses funds, to confirm student eligibility and make the required Returns to Title IV funds when a student withdraws.

If the contract is terminated, or the servicer ceases to perform any functions prescribed under the contract, the servicer must return to the school all unexpended FSA funds and records related to the servicer's administration of the school's participation in the FSA programs.

Institutional liability

A school remains liable for any and all FSA-related actions taken by the servicer on its behalf.

Notifying the Department of contracts

Schools are required to notify the Department of all existing third-party servicer contracts. If a school has submitted information regarding its third-party servicers as part of applying for certification or recertification, no additional submission is required. A school is not required to notify the Department if it does not contract with any third-party servicers.

If a school has not notified the Department, the school immediately must do so by completing Section J of the *Application for Approval to Participate in Federal Student Aid Programs* (**E-App**) (see chapter 5).

Schools are required to notify the Department if:

- the school enters into a contract with a new third-party servicer;
- the school significantly modifies a contract with an existing third-party servicer;
- the school or one of its third-party servicers terminates a contract;
- or a third-party servicer ceases to provide contracted services, goes out of business, or files for bankruptcy.

Notification to the Department (which must include the name and address of the servicer and the nature of the change or action) must be made within 10 days of the date of the change or action.

A school must provide a copy of its contract with a third-party servicer only upon request. A school is not required to submit the contract as part of the recertification process.

INCENTIVE COMPENSATION

The Department does not review or approve an individual school 's payment arrangements. ED developed the 12 permissible payment arrangements found in 34 CFR 668.14(b)(22)(ii) to provide an illustrative framework a school may use to make its own determination about compliance with the HEA. The list is not exhaustive, and schools that have additional questions should consult with their legal counsel when making this determination.

Covered employee
One who is involved in recruitment, admissions, enrollment, or financial aid activities

Section 487(a)(20) of the HEA prohibits a school from providing any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any individual or entity engaged in recruiting or admission activities or in making decisions regarding the award of FSA program funds. This statutory prohibition is implemented in 34 CFR 668.14(b)(22).

In response to numerous requests from schools, and after engaging in negotiations with the financial aid community, the Department amended the regulations on November 1, 2002. ED identified 12 types of payment and compensation plans that do not violate the statutory prohibition. These 12 safe harbors are divided into two categories.

The first safe harbor comprises the entirety of the first category, and describes whether a particular compensation payment is an incentive payment. It explains the conditions under which a school may pay compensation without that compensation being considered an incentive payment.

The second category is composed of the remaining 11 safe harbors. It describes the conditions under which a school may make an incentive payment to an individual or entity that could potentially be construed as based upon securing enrollments or financial aid. The safe harbors in this category describe the conditions under which such a payment may be made. If an incentive payment arrangement falls within any one safe harbor, that payment arrangement is not covered by the statutory prohibition.

The payment or compensation plans included in the safe harbors cover the following subjects:

1. adjustments to employee compensation;
2. recruitment into programs that are not eligible for Title FSA program funds;
3. payment for securing contracts with employers;
4. profit-sharing or bonus payments;
5. compensation based upon students completing their programs of study;

6. payments to employees for pre-enrollment activities;
7. compensation paid to managerial and supervisory employees not involved in admissions or financial aid;
8. token gifts;
9. profit distributions;
10. Internet-based recruiting activities;
11. payments to third parties for services to the school that do not include recruitment activities; and
12. payments permitted to third parties for services that include recruitment activities.

Adjustments to employee compensation

Adjustments to employee compensation cite
34 CFR 668.14(b)(22)(ii)(A)

This safe harbor strikes a balance between a school's need to base its employees' salaries or wages on merit, and the Department's responsibility to ensure that such adjustments do not violate the statutory prohibition against the payment of commissions, bonuses, and other incentive payments. Under this safe harbor, a school may make up to two adjustments (upward or downward) to a covered employee's annual salary or fixed hourly wage rate within any 12-month period without the adjustment being considered an incentive payment, provided that no adjustment is based solely on the number of students recruited, admitted, enrolled, or awarded financial aid. One cost-of-living increase that is paid to all or substantially all of the school's full-time employees will not be considered an adjustment under this safe harbor. In addition, with regard to overtime, if the basic compensation of an employee is not an incentive payment, neither is overtime pay required under the Federal Labor Standards Act.

Enrollments in programs that are not eligible for FSA program assistance

Programs that are not eligible for FSA program assistance cite
34 CFR 668.14(b)(22)(ii)(B)

This safe harbor recognizes that compensation to recruiters based upon their recruitment of students who enroll only in programs that are not eligible for FSA program funds is not covered by the incentive compensation prohibition.

Contracts with employers

Contracts with employers cite
34 CFR 668.14(b)(22)(ii)(C)

In general, the business-to-business marketing of employer-provided education is not covered by the incentive compensation prohibition. This safe harbor addresses the payment of employees' tuition and fees by an employer (either directly to the school or by reimbursement to the employee) under a contract arranged by a recruiter who is paid an incentive.

As long as there is no direct contact by the school's representative with prospective students, and as long as the employer is paying at least 50% of the training costs, incentive payments to recruiters who arrange for such contracts are not covered by the incentive payment prohibition, provided that the incentive payments are not based on the number of employees who enroll, or the amount of revenue generated by those employees.

Profit-sharing or bonus payments

Profit-sharing or bonus payments cite
34 CFR 668.14(b)(22)(ii)(D)

Profit-sharing and bonus payments to all or substantially all of a school's full-time employees are not incentive payments based on success in securing enrollments or awarding financial aid. As long as the profit-sharing or bonus payments are substantially the same amount or the same percentage of salary or wages, and as long as the payments are made to all or substantially all of the school's full-time professional and administrative staff, compensation paid as part of a profit-sharing or bonus plan is not considered a violation of the incentive payment prohibition. In addition, such payments can be limited to all or substantially all of the full-time employees at one or more organizational level at the school, except that an organizational level may not consist predominantly of recruiters, the admissions staff, or the financial aid staff.

Compensation based upon program completion

Compensation based upon program completion cite
34 CFR 668.14(b)(22)(ii)(E)

This safe harbor recognizes that a major reason for the incentive compensation prohibition is to prevent schools from enrolling unqualified students. Completing a program of education or, in the case of students enrolled in a program longer than one academic year, completing the first academic year of that program, is a reliable indicator that the students were qualified to enroll in the program. Therefore, compensation that is based upon students successfully completing their educational programs, or one academic year of their educational programs, whichever is shorter, does not violate the incentive compensation prohibition.

Credits must be earned in residence
For this purpose, a school may not count transfer credits, credits awarded through successful completion of testing, credits for life experience, and any other credits not earned through attendance at that school toward the successful completion of an academic year.

Successful completion of an academic year means that the student has earned at least 24 semester or trimester credit hours or 36 quarter credit hours, or has successfully completed at least 900 clock hours of instruction at the school . (Time may not be substituted for credits earned.) In addition, the 30 weeks of instructional time element of the definition of an academic year does not apply to this safe harbor. Therefore, this safe harbor applies when a student earns, for example, 24 semester credits, no matter how short or long a time that takes.

Pre-enrollment activities

Pre-enrollment activities cite
34 CFR 668.14(b)(22)(ii)(F)

This safe harbor recognizes that generally, clerical pre-enrollment activities are not considered recruitment or admission activities. Accordingly, individuals whose responsibilities are limited to pre-enrollment activities that are clerical in nature are outside the scope of the incentive payment restrictions.

Buying third-party leads
Although buying leads from third parties for a flat fee is not a clerical pre-enrollment activity under this safe harbor, the activity is not covered under the incentive compensation prohibition.

The Department considers that soliciting students for interviews is a recruitment activity, not a pre-enrollment activity, and individuals may not receive incentive compensation based on their success in soliciting students for interviews. In addition, since a recruiter's job description is to recruit, it would be very difficult for a school to document that it was paying a bonus to a recruiter solely for clerical pre-enrollment activities.

Managerial and supervisory employees

Managerial and supervisory employees cite
34 CFR 668.14(b)(22)(ii)(G)

This safe harbor recognizes that the incentive payment prohibition applies only to individuals who perform activities related to recruitment, admissions, enrollment, or the financial aid awarding process and their immediate supervisors. Direct supervisors are included in this prohibition because their actions generally have a direct and immediate impact on the individuals who carry out these covered activities.

The incentive payment prohibition, therefore, does not extend beyond first line supervisors or managers.

Token gifts

Token gifts cite
34 CFR 668.14(b)(22)(ii)(H)

Under this safe harbor, the regulations have been amended to take into account an increase in the value of what is considered a *token gift*. The Department has increased the maximum cost of a token, noncash gift that may be provided to an alumnus or student to $100, provided that:

The fair market value of an item
might be considerably greater than its cost. A high value item for which the school paid a minimal cost would not be considered a token gift.

- the gifts are not in the form of money; and
- no more than one gift is provided annually to an individual.

The cost basis of a token noncash gift is what the school paid for it. The value is the fair market value of the item.

Profit distributions

Profit distributions cite
34 CFR 668.14(b)(22)(ii)(I)

This safe harbor recognizes that profit distributions to owners are not payments based on success in securing enrollments or awarding financial aid. Therefore any owner, whether an employee or not, is entitled to a share of the organization's profits to the extent they represent a proportionate share of the profits based upon the employee's ownership interest.

Internet-based activities

Internet-based activities
34 CFR 668.14(b)(22)(ii)(J)

This safe harbor recognizes that the Internet is simply a communications medium, much like the U.S. mail, and is outside the scope of the incentive compensation prohibition. This safe harbor permits a school to award incentive compensation for Internet-based recruitment and admission activities that –

- provide information about the school to prospective students;
- refer prospective students to the school ; or
- permit prospective students to apply for admission online.

Payments to third parties for non-recruitment activities

Payments to third parties for non-recruitment activities
34 CFR 668.14(b)(22)(ii)(K)

This safe harbor recognizes that the incentive payment prohibition applies only to activities dealing with recruiting, admissions, enrollment, and financial aid. Therefore, payments to third parties for other types of services, including tuition-sharing arrangements, marketing, and advertising are not covered by the incentive compensation prohibition.

Payments to third parties for recruitment activities

Payments to third parties for recruitment activities
34 CFR 668.14(b)(22)(ii)(L)

This safe harbor recognizes that the incentive compensation prohibition applies to individuals who work both for the school and to entities outside the school, and that the rules that apply to schools apply equally to outside entities. Thus, if a school uses an outside entity to perform activities for it, including covered activities, the school may make incentive payments to the third party without violating the incentive payment prohibition as long as the individuals performing the covered activities are compensated in a way that would fall within the safe harbors of the regulations.

For example, if a school established a group of employees who provided the school with a series of services, and one of those services was recruiting, the incentive compensation prohibition would preclude only the individuals doing the recruiting from being paid on an incentive basis.

If that school hired a contractor to provide these services, the same rules would apply. The outside entity could not pay the individuals performing the recruiting services on an incentive basis, but it could pay the other employees performing non-recruiting activities on an incentive basis.

PROHIBITED ACTIVITIES IN THE LOAN PROGRAMS

Prohibited inducements
Schools 34 CFR 682.212
Lenders 34 CFR 682.200
Guarantors 34 CFR 682.401(e)

A school is prohibited from paying points, premiums, payments, or additional interest of any kind to an eligible lender or other party in order to induce a lender to make loans to students at the school or to the parents of the students.

Lenders may not offer, directly or indirectly, points, premiums, payments, or other inducements, to a school or any other party to secure applicants for FFEL loans. Similar restrictions apply to guaranty agencies. In addition, lenders and guaranty agencies are forbidden to mail unsolicited loan application forms to students enrolled in high school or college, or to their parents, unless the prospective borrower has previously received loans guaranteed by that agency.

However, lenders, guaranty agencies, and other participants in the FFEL Program may assist schools in the same way that the Department assists schools under the Direct Loan Program. For example, a lender's representatives can participate in counseling sessions at a school, including initial counseling, provided that school staff are present, the sessions are controlled by the school, and the lender's counseling activities reinforce the student's right to choose a lender. A lender can also provide loan counseling for a school's students through the Web or other electronic media, and it can help a school develop, print, and distribute counseling materials.

ANTI-DRUG ABUSE REQUIREMENTS

The HEA requires a school to certify to the Department that it operates a drug abuse prevention program that is accessible to its students, employees, and officers. Two other laws added related requirements for postsecondary schools that receive FSA funds.

The Drug-Free Workplace Act of 1988

The Drug-Free Workplace Act of 1988 (Public Law 101-690) requires a federal grant recipient to certify that it provides a drug-free workplace. Because a school applies for and receives its Campus-Based allocation directly from the Department, the school is considered to be a grantee for purposes of the Act. Therefore, to receive Campus-Based funds, a school must complete the certification on ED Form 80-0013, which is part of the FISAP package (the application for Campus-Based funds). This certification must be signed by the school's CEO or other official with authority to sign the certification on behalf of the entire school.

Requirements for a drug-free workplace

The certification lists a number of steps that the school must take to provide a drug-free workplace, including:

- establishing a drug-free awareness program to provide information to employees;
- distributing a notice to its employees of prohibited unlawful activities and the school's planned actions against an employee who violates these prohibitions; and
- notifying the Department and taking appropriate action when it learns of an employee's conviction under any criminal drug statute.

A school's Administrative Cost Allowance (ACA) may be used to help defray related expenses, such as the cost of printing informational materials given to employees. (For a complete explanation of the ACA, see Volume 6 – Campus-Based Programs.)

Scope of the Act

The drug-free workplace requirements apply to all offices and departments of a school that receives Campus-Based funds. Organizations that contract with the school are considered subgrantees not subject to the requirements of the Drug-Free Workplace Act.

Drug-Free Schools and Communities Act

The Drug-Free Schools and Communities Act (Public Law 101-226) requires a school to certify that it has adopted and implemented a program to prevent drug and alcohol abuse by its students. Unlike the annual drug-free workplace certification, a school usually will only submit this certification to the Department once (on the E-App). (A school that changes ownership is an exception; it must recertify.)

Distribution to students and staff

The drug prevention program adopted by the school must include an annual distribution to all students, faculty, and staff of information concerning drug and alcohol abuse and the school's prevention program.

Development and review of a drug prevention program

A school must review its drug prevention program once every two years to determine its effectiveness and to ensure that its sanctions are being enforced. The development of a drug prevention program, although a condition for receiving FSA funds, is usually undertaken by the school administration at large, not by the financial aid office. The regulations originally published on this topic (August 16, 1990) were mailed to participating schools at the time; they offer a number of suggestions for developing a drug prevention program.

The effectiveness of a school's drug prevention program may be measured by tracking:

- the number of drug- and alcohol-related disciplinary actions;
- the number of drug- and alcohol-related treatment referrals;
- the number of drug- and alcohol-related incidents recorded by campus police or other law enforcement officials;
- the number of drug- and alcohol-related incidents of vandalism;
- the number of students or employees attending self-help or other counseling groups related to alcohol or drug abuse; and
- student, faculty, and employee attitudes and perceptions about the drug and alcohol problem on campus.

Consequences of noncompliance

A school that does not certify that it has a drug prevention program, or that fails to carry out a drug prevention program, may lose its approval to participate in the FSA programs.

Resources that schools can utilize in creating drug prevention programs are listed on the chart that follows.

Additional Sources of Information

The following resources are available for schools that are developing drug prevention programs.

- ***The Center for Substance Abuse Treatment and Referral Hotline.*** Information and referral line that directs callers to treatment centers in the local community. (1-800-662-HELP)
- ***The Drug Free Workplace Helpline.*** A line that provides information only to private entities about workplace programs and drug testing. Proprietary and private nonprofit but not public postsecondary schools may use this line. (1-800-967-5752)
- ***The National Clearinghouse for Alcohol and Drug Information.*** Information and referral line that distributes U.S. Department of Education publications about drug and alcohol prevention programs as well as material from other federal agencies. (1-301-468-2600)

ANTI-LOBBYING CERTIFICATION AND DISCLOSURE

In accordance with Public Law 101-121 (and regulations published December 20, 1989), any school receiving more than $100,000 for its participation in the Campus-Based programs must provide the following to the Department:

- Certification Form (combined with Debarment and Drug-Free Workplace Certifications, ED-80-0013). The school will not use federal funds to pay a person for lobbying activities in connection with federal grants or cooperative agreements. This certification must be renewed each year for a school to be able to draw down Campus-Based funds.
- Disclosure Form (Standard Form LLL). If the school has used nonfederal funds to pay a nonschool employee for lobbying activities, the school must disclose these lobbying activities to the Department. The school must update this disclosure at least quarterly and when changes occur.

Both of these forms are sent to schools with the Campus-Based fiscal report/application (FISAP) each summer. The certification form and the disclosure form must be signed by the CEO or other individual who has the authority to sign on behalf of the entire school. A school is advised to retain a copy in its files.

Primarily, these certifications cover the use of the Campus-Based Administrative Cost Allowance (ACA). **Association membership is not a legitimate administrative cost of the FSA Programs.** Schools may not use the ACA to pay for their membership in professional associations (such as NASFAA, AICS, NACUBO, etc.), regardless of whether the association engages in lobbying activities.

The school is also responsible for payments made on its behalf, and must include the certification in award documents for any subgrantees or contractors (such as need analysis servicers, financial aid consultants, or other third parties paid from the ACA).

A school acting as a lender in the FFEL program

School as FFEL lender cite
34 CFR 682.601

Under certain conditions, a school that is not a correspondence school (see chapter 8) may make (originate) loans under the FFEL program. To originate FFEL loans a school must meet **all** of the following conditions —

1. Unless it is granted a waiver by the Department, a school may not have loans outstanding to or on behalf of more than 50% of the undergraduates in attendance on at least a half-time basis.
2. The school must inform any undergraduate student who has not previously obtained a loan from the school and who seeks to obtain such a loan that he or she must first make a good faith effort to obtain a loan from a commercial lender.
3. The school may not make or originate a loan for an academic period to a student until the student provides the school with evidence of denial of a loan by a commercial lender for the same academic period.
4. The school's cohort default rate must not exceed 15%.
5. Except for reasonable administrative expenses directly related to the FFEL Program, the school must use federal payments of interest and special allowances for need-based grant programs for its students.

REPORTING INFORMATION ON FOREIGN SOURCES AND GIFTS

Foreign gifts reporting cite
Sec. 117 of the HEA

Recent reminder to schools of requirements for reporting foreign gifts
DCL: GEN-04-11, Oct. 4, 2004.

Foreign source defined
A foreign source is
- a foreign government, including an agency of a foreign government;
- a legal entity created solely under the laws of a foreign state or states;
- an individual who is not a citizen or national of the United States; and
- an agent acting on behalf of a foreign source.

Federal law requires certain postsecondary schools (whether or not the school is eligible to participate in the FSA programs) to report ownership or control by foreign sources. Federal law also requires these postsecondary schools to report contracts with or gifts from the same foreign source that, alone or combined, have a value of $250,000 or more for a calendar year. These reports must be filed with the Department by the January 31 or July 31 (whichever is sooner) after the date of receipt of the gifts, date of the contract, or date of ownership or control. The January 31 report should cover the period July 1 – December 31 of the previous year, and the July 31 report should cover January 1 – June 30 of the same year.

Who must report

A school (and each campus of a multicampus school) must report this information if the school

- is legally authorized to provide a program beyond the secondary level within a state;

- provides a program that awards a bachelor's degree or a more advanced degree, or provides at least a two-year program acceptable for full credit toward a bachelor's degree;
- is accredited by a nationally recognized accrediting agency; and
- is extended any federal financial assistance (directly or indirectly through another entity or person) or receives support from the extension of any federal financial assistance to the school's subunits.

Contents of disclosure report

Each disclosure report to the Department must contain

- for gifts received from or contracts entered into with a foreign government – the name of the country and the aggregate amount of the gifts and contracts received from each foreign government;
- for gifts received from or contracts entered into with a foreign source other than a foreign government – the name of the foreign state to which the contracts or gifts are attributable, and the aggregate dollar amount of the gifts and contracts attributable to a particular country (The country to which a gift or a contract is attributable is the country of citizenship; or, if unknown, the principal residence for a foreign source who is a natural person and the country of incorporation, or if unknown, the principal place of business for a foreign source that is a legal entity.);
- in the case of a school that is owned or controlled by a foreign entity – the identity of the foreign entity, the date on which the foreign entity assumed ownership or control, and a description of any substantive changes to previously reported ownership or control, or institutional program or structure resulting from the change in ownership or control;
- for restricted or conditional gifts received from, or restricted or conditional contracts entered into with a foreign government – the name of the foreign country, the amount of the gift or contract, the date of the gift or contract, and a description of the conditions or restrictions;
- for restricted or conditional gifts received from or restricted or conditional contracts entered into with a foreign person –

Contract defined
Any agreement for the acquisition by purchase, lease, or barter of property or services for the direct benefit or use of either of the parties.

Gift defined
Any gift of money or property.

Restricted or conditional gift or contract

Any endowment, gift, grant, contract, award, present, or property of any kind that includes provisions regarding

- the employment, assignment, or termination of faculty;
- the establishment of departments, centers, research or lecture programs, or new faculty positions;
- the selection or admission of students; or
- the award of grants, loans, scholarships, fellowships, or other forms of financial aid restricted to students of a specified country, religion, sex, ethnic origin, or political opinion.

the citizenship (or if unknown, the principal residence) of that person, the amount of the gift or contract, the date of the gift or contract, and a description of the conditions and restrictions; and

- for restricted or conditional gifts received from or restricted or conditional contracts entered into with a foreign source (legal entity other than a foreign state or individual – the country of incorporation or, if unknown, the principal place of business for that foreign entity), the amount of the gift or contract, date of the gift or contract, and a description of the conditions and restrictions.

Alternative reporting

In lieu of the reporting requirements listed above:

- If a school is in a state that has substantially similar laws for public disclosure of gifts from, or contracts with, a foreign source, a copy of the report to the state may be filed with the Department. The school must provide the Department with a statement from the appropriate state official indicating that the school has met the state requirements.
- If another department, agency, or bureau of the Executive Branch of the federal government has substantially similar requirements for public disclosure of gifts from, or contracts with, a foreign source, the school may submit a copy of this report to the Department.

Where to report foreign gift information

Foreign gift, contract, and ownership or control reports must be submitted to the FSA School Participation Teams using FSA's electronic application process (E-App) found at

www.eligcert.ed.gov

Go to Section K, Question 69, and enter the appropriate information about the foreign gift, contract, or ownership and control, then go to Section L, to complete the signature page. You may then submit your report.

Penalties

If a school fails to comply with the requirements of this law in a timely manner, the Department is authorized to undertake a civil action in federal district court to ensure compliance. Following a knowing or willful failure to comply, a school must reimburse the Treasury of the United States for the full costs of obtaining compliance with the law.

For additional information

Contact the School Participation Team for your state. The telephone numbers for the School Participation Teams can be found at the end of chapter 12.

Program Eligibility

CHAPTER 4

In this chapter, we discuss the relationship between program eligibility and on institutional eligibility.

PROGRAM ELIGIBILITY REQUIREMENTS

To qualify as an eligible institution, a school must offer at least one eligible program. Not all programs at an eligible institution must be eligible, but at least one of the programs at the school must meet the eligible program requirements.

Determination of program eligibility

Program eligibility cite
34 CFR 668.8

Except for students enrolled in certain preparatory or teacher certification courses a student must be enrolled in an eligible program to receive FSA funds (for more information, see *Volume 1 – Student Eligibility).* Because a school's eligibility does not necessarily extend to all its programs, the school must ensure that a program is eligible before awarding FSA program funds to students in that *program.* The school is ultimately responsible for determining that a program is eligible. In addition to determining that the program meets the eligible program definition, the school should make certain that the *program* is included under the notice of accreditation from a nationally recognized accrediting agency (unless the agency does not require that particular programs be accredited). The school should also make certain that it is authorized by the appropriate state to offer the program (if the state licenses individual programs at postsecondary institutions). (Please see the chart on *Eligible Institutions* and the discussion under *Legal authorization by a state* earlier in chapter 1.)

A school's eligibility extends to all eligible programs and locations that were identified on the school's E-App, unless the Department determines that certain programs or locations did not meet the eligibility requirements. In general, the school's eligible nondegree programs and locations are specifically named on the approval notice (Eligibility and Certification Approval Report [ECAR]). Additional locations and programs may be added later, and may not appear on an ECAR issued earlier. (see chapter 2).

If a program offered through telecommunications or continuing education meets the definition of an eligible program, students enrolled in that program must be considered for FSA program assistance on the same basis as students enrolled in eligible programs offered through traditional modes. With some limitations, if a program offered through correspondence meets the definition of an eligible program, students enrolled in that program will be considered eligible. (See chapter 8 for more information.)

When a school offers programs that meet different eligible program definitions, the school is operating as more than one type of institution. For example, a public or private non-profit institution that offers a bachelor's degree program (qualifying the school as an institution of higher education) may also offer a certificate or diploma training program that qualifies it as a postsecondary vocational institution.

Types of eligible programs at an institution of higher education

A school qualifies as an institution of higher education if (in addition to meeting all other eligibility requirements, including being a nonprofit school) it offers a program that leads to an associate, bachelor's, professional, or graduate degree. For such programs, there are no minimum program length requirements.

A school may also qualify as an institution of higher education if it offers a program of at least two academic years in duration that is acceptable for full credit toward a bachelor's degree, or if it offers a program of at least one academic year in duration that leads to a certificate, degree, or other recognized credential and prepares students for gainful employment in a recognized occupation.

Types of eligible programs at a proprietary or postsecondary vocational institution

Three types of eligible programs will qualify an otherwise eligible school as a proprietary institution or a postsecondary vocational institution. All of these programs must have a specified number of weeks of instruction, and must provide training that prepares a student for gainful employment in a recognized occupation.

1. The first type of eligible program must provide at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours of undergraduate instruction offered during a minimum of 15 weeks of instruction. The program may admit as regular students persons who have not completed the equivalent of an associate degree.
2. The second type of eligible program must provide at least 300 clock hours, 8 semester hours, or 12 quarter hours of instruction offered during a minimum of 10 weeks of instruction. The program must be a graduate or professional program or must admit as regular students only persons who have completed the equivalent of an associate degree.

Recognized occupation

A non-degree program and at a postsecondary vocational school or proprietary school, a degree program, must prepare students in that program for gainful employment in a specific recognized occupation.

A "recognized occupation" is one that is listed in the "occupational division" of the most recent edition of the Dictionary of Occupational Titles (DOT) (published by the U.S. Department of Labor) or one that is considered by ED, in consultation with the Department of Labor, to be a recognized occupation.

The Department of Labor last updated the DOT in 1991. You can find the DOT at

http://www.oalj.dol.gov/libdot.htm

The Department of Labor has replaced the DOT with the Occupational Information Network (O*NET OnLine) available at

http://online.onetcenter.org/

Please note that if the title of your program does not clearly indicate the specific occupation that the program prepares the student for, you must provide that information on the school's E-App.

3. The third type of program is known as the *short-term program.* A short-term program qualifies for the FFEL and Direct Loan programs only. This type of program must provide at least 300 but less than 600 clock hours of instruction offered during a minimum of 10 weeks of instruction. The program must admit as regular students some persons who have not completed the equivalent of an associate degree. Short-term programs must also satisfy qualitative factors for completion rates, placement rates, program length, and period of existence of the program. Specifically, these programs must:

 - have verified completion and placement rates of at least 70%,
 - not be more than 50% longer than the minimum training period required by the state or federal agency, if any, for the occupation for which the program of instruction is intended, and
 - have been in existence for at least one year.

For the purpose of demonstrating compliance with these qualitative factors, a school must calculate the completion and placement rates for the award year, as explained later. The independent auditor who prepares the school's compliance audit report must attest to the accuracy of the school's calculation of completion and placement rates.

Completion Rate Calculation

Number of regular students who earned credentials for successfully completing the program within 150% of the length of the program.

Number of regular students enrolled for the year

— number of regular students who withdrew with a 100% refund of tuition and fees

— number of regular students enrolled at the end of the year

The school must document the employment of any student it includes as *employed* in the placement rate calculation. Examples of such documentation include, but are not limited to, a written statement from the employer, signed copies of state or federal income tax forms, or written evidence of payment of Social Security taxes.

The school must reasonably determine whether a related occupation is comparable. For instance, for a student who was trained as an auto mechanic, it is reasonable to determine that a job as a boat mechanic is comparable. However, for a person trained in retail sales management, a counter-service job at a fast-food restaurant is not comparable.

Placement Rate Calculation

Number of students who obtained employment* within 180 days of receiving credential and who are employed (or have been employed) for at least 13 weeks following receipt of credential

Number of regular students who received credential for successfully completing the program.

*in the recognized occupation for which they were trained or in a related comparable occupation

Exceptions to the eligible program definition

There are two cases (certain types of preparatory coursework and teacher-certification programs) where students may receive FFEL or Direct Loan funds for enrollment in a program even when it does not meet the eligible program definition. In addition, students enrolled in a post-baccalaureate initial teacher-certification program might be eligible for Pell Grants (For more information, see *Volume 1 – Student Eligibility.*)

ADDITIONAL ELIGIBILITY REQUIREMENTS

There are additional FSA program eligibility requirements for specific educational programs. For example, only undergraduate educational programs are eligible under the Pell Grant and FSEOG programs. Correspondence programs are not eligible unless they meet the general requirements for an eligible program and are required for the student's regular program of study leading to a degree. Certain telecommunications courses may be considered correspondence courses and may be subject to the same requirements.

ESL Programs

Students enrolled in a program that consists solely of English as a Second Language (ESL) instruction are eligible **for FSA funds only from the Pell Grant program**. An ESL program must meet the general requirements for an eligible program (for example, it must lead to a degree or other credential). Moreover, **an ESL program may admit only students who need instruction in English to be able to use the knowledge, training, or skills they already have.** The school must document its determination that the ESL instruction is necessary for each student enrolled.

A school that wishes to award FSA assistance to students enrolled in an ESL program must request an eligibility determination for the program from the Department.

A student also may receive FSA program funds for ESL coursework that is part of a larger eligible program. In this case, the ESL coursework is treated as remedial coursework and the student has general FSA program eligibility (though ESL courses are excluded from the one year (30 credit) limitation on remedial coursework). (See Volume 1 – Student Eligibility for more information.)

If your school permits students to enroll over a series of semesters only in courses that are not applicable to the students' degrees or certificates, you should be judicious in your awarding of education loans to those students. Awarding students education loans over a series of semesters for coursework not applicable to the students' educational objectives can result in the students exhausting their eligibility for Title IV loans before the students complete their programs. For more information, see *Volume 1 – Student Eligibility.*

As part of your school's Satisfactory Academic Progress (SAP) policy, your school is required to define the effect of noncredit remedial courses (including ESL courses) on SAP. That discussion must include the effect of noncredit remedial courses on both the qualitative and maximum timeframe components of SAP.



Effect of remedial and ESL courses on SAP cite
34 CFR 668.16(e)(ii)(D)

Study abroad programs

A participating institution may establish programs of study abroad through which its students are eligible to receive assistance through the FSA programs. A study abroad program is an eligible program if

- students studying abroad concurrently remain enrolled at their eligible home school; and
- the eligible home school awards academic credit for the program of study abroad.

While the study abroad program must be considered part of the student's eligible program, it does not have to be a **required** part of the student's eligible degree program in order to be an eligible study abroad program. However, a study abroad program must meet the requirements of consortium and contractual agreements (see chapter 7). Moreover, in the information it provides to students about a study abroad program, an school must inform students about the availability of FSA program assistance.

Flight school programs

Under the FFEL programs, a flight school program must maintain current valid certification by the Federal Aviation Administration to be eligible.

Conversion cite
34 CFR 668.8(k) & (l)

CLOCK HOUR/CREDIT HOUR CONVERSIONS IN DETERMINING PROGRAM ELIGIBILITY

The clock hour/credit hour requirements **both** determine program eligibility, and affect the amount of FSA program funds a student enrolled in the program may receive. Here, we discuss the effect of clock hour/credit hour conversions on program eligibility. (For a discussion of the effects of clock hour/credit conversions on enrollment level and eligibility for FSA program assistance, see *Volume 3 – Calculating Awards and Packaging.*)

Acceptable doesn't mean accepted
Consider a student who completes a two-year program in plumbing and then wants to reenroll in the school's Bachelor's program in construction technology.

Any of the five plumbing courses taken by the student in the two-year plumbing program may be used to satisfy the plumbing requirement in construction technology. However, the construction technology program requires only two plumbing electives, and only two plumbing courses are accepted toward the student's degree in construction technology.

Since all of the plumbing courses that are part of the two-year program are acceptable in the construction technology program, the fact that only two plumbing courses are accepted does not disqualify the plumbing program for the exception.

The clock hour/credit hour conversion formulas determine, for FSA purposes, the number of credit hours in a program. A school must determine if an undergraduate program measured in credit hours qualifies as an eligible program after using the required formulas unless the school offers an undergraduate program in credit hours, ***and***

- the program is at least two academic years in length and provides an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Department; **or**
- each course within the program is acceptable for full credit toward that institution's associate degree, bachelor's degree, professional degree, (or an equivalent degree as determined by the Department) and the degree offered by the school requires at least two academic years of study.

the school must use a clock hour/credit hour conversion formula to determine whether the undergraduate program qualifies as an eligible credit hour program for FSA purposes. In addition to schools that meet the aforementioned criteria, public and private nonprofit hospital-based diploma schools of nursing are exempt from using the clock-to-credit hour conversion formula to calculate awards for the FSA programs.

Important: The aforementioned exemptions for programs that lead to a degree that is equivalent to an associate, bachelor's, or professional degree program of at least two years do not permit a school to ask for a determination that a *nondegree* program is equivalent to a degree program.

Rounding prohibited
Because the results of these formulas determine the eligibility of a program, the resulting number of credit hours may not be rounded.

To determine the number of credit hours in a program for FSA purposes, schools must use one of the following formulas.

For a semester or trimester hour program

$$\frac{\text{Number of clock hours in the credit-hour program}}{30}$$

For a quarter hour program

$$\frac{\text{Number of clock hours in the credit-hour program}}{20}$$

The school must use the resulting number of credit hours to determine if a program is eligible under the eligible program requirements explained in the next section.

If a school applies the appropriate formula and finds that a program is eligible, the converted credit hours are used to determine the amount of FSA funds that a student who is enrolled in the program is eligible to receive as explained in the next section.

Important: When some states and accrediting agencies approve programs, they also approve the number of credits in the programs. The credits approved by states and accrediting agencies are **not** the credits for Title IV purposes.

For Title IV purposes, the number of credits in the program will be those determined by the conversion formula, and they will never be more than those approved by a state or accrediting agency.

Measuring Attendance

A student's period of attendance is measured according to one of several commonly accepted academic standards. A clock hour is based on an actual hour of attendance, (though each hour may include a 10-minute break). Credit hours are typically based on two hours of homework for each hour of class attendance.

A school is not permitted to count more than one clock hour per 60-minute period; in other words, a school may not schedule several hours of instruction without breaks, and then count clock hours in 50-minute increments. The result would be that seven hours of consecutive instruction would count as 8.4 clock hours (420 minutes ÷ 50 minutes = 8.4 hours). Seven 60 minute periods of instruction may not count for more than seven clock hours.

CLOCK HOUR/CREDIT HOUR PROGRAM CONVERSION EXAMPLE

Sternberg University (SU) offers a two-year nondegree program measured in semester credit hours. Courses within the program are not creditable toward a degree at SU. Students in the program earn 16 credit hours per semester.

SU determines that there are 1,440 clock hours of instruction in the program. There are 330 clock hours of instruction in the first and second semesters (660 first-year total), and 390 clock hours of instruction in the third and fourth semesters (780 second-year total).

By applying the conversion formula the school determines there are 48 credit hours in the program (1,440 ÷ 30 = 48).

Because the program is at least 15 weeks in length and (through the conversion formula) has been determined to offer at least 24 credit hours of instruction, it is an eligible program provided it is otherwise eligible (see the chart on *Eligible Programs* and the discussion under *Program Eligibility Requirements* in chapter 1).

HOW CLOCK HOUR/CREDIT HOUR CONVERSIONS AFFECT STUDENT ELIGIBILITY

After determining that a program is eligible, in order to determine the enrollment level and eligibility for FSA program assistance a student in such a program may receive, the school must take the following steps. In Step 1, the school determines the total number of clock hours of instruction in each semester of the program. In Step 2, the school applies the appropriate conversion formula to determine the number of credit hours in each semester of the program. Finally, in Step 3, the school determines the eligibility of a student in each semester of the program for FSA program funds based on the number of credits arrived at through the application of the formula.

In order to meet the minimum program eligibility standards, the conversion formula must yield one of the following results:

- a program offered in semesters or trimesters must provide at least 16 semester or trimester credit hours over 15 weeks of instructional time (16 semester or trimester credit hours per year is 3/4 time; 24 per year is full time);
- a program offered in quarter hours must provide at least 24 quarter credit hours over 15 weeks of instructional time (24 quarter credit hours per year is 3/4 time; 36 per year is full time);
- a 10-week program that admits as regular students only persons who have completed the equivalent of an associate degree must provide at least 8 semester or trimester credit hours, or 12 quarter credit hours.

The converted credit hours are used to determine the amount of FSA funds that a student who is enrolled in the program is eligible to receive. Note that if, after applying the formula, the number of credit hours in the program has decreased, a student's enrollment status could change, resulting in a decrease in the student's FSA eligibility.

CLOCK HOUR/CREDIT HOUR PROGRAM CONVERSION EXAMPLE

Sternberg University (SU) offers a two-year nondegree program measured in semester credit hours. Courses within the program are not creditable toward a degree at SU. Students in the program earn 16 credit hours per semester.

By applying the conversion formula, the school determines that the number of credit hours for FSA purposes is 11 for the first two semesters, and 13 for the last two semesters.

Step 1

SU determines that there are 1,440 clock hours of instruction in the program. There are 330 clock hours of instruction in the first and second semesters (660 first-year total), and 390 clock hours of instruction in the third and fourth semesters (780 second-year total).

Total number of clock hours of instruction in the program

$$(2 \times 330) + (2 \times 390) = 1{,}440$$

Step 2

$\frac{330 \text{ clock hours}}{30}$ = 11 credit hours in semesters one and two

$\frac{390 \text{ clock hours}}{30}$ = 13 credit hours in semesters three and four

Step 3

For the first two semesters of the program, students are eligible for payment for only 11 credit hours of instruction (see Step 2). Because this is less than the full-time student minimum of 12 credit hours, students who attend the first two semesters are eligible to be paid for only three-quarter time attendance.

In the third and fourth semesters of the program, students are eligible to be paid for 13 credit hours of instruction (see Step 2). Students attending the third and fourth semesters can be paid as full-time students.

Updating Application Information

CHAPTER 5

In this chapter, we will describe changes that can affect a school's participation and how and when to report these changes.

RECERTIFICATION

Recertification is the process through which a school that is presently certified to participate in the FSA programs applies to have its participation extended beyond the expiration date of its current PPA/ECAR. A school seeking to be recertified to continue to participate in the FSA programs is notified by the Department six months prior to the expiration of the school's Program Participation Agreement (PPA). The school must submit a materially complete application before the expiration date listed in its PPA.

If a school that is currently certified submits its materially complete application to the Department no later than 90 calendar days before its PPA expires, its PPA remains valid, and its eligibility to participate in the FSA programs continues until its application is either approved or not approved. This is true even if the Department does not complete its evaluation of the application before the PPA's expiration date. (For example, if a school's PPA expires on June 30 and it submits its application by March 31, the school remains certified during the Department's review period—even if the review period extends beyond June 30.) If the 90th day before the PPA's expiration falls on a weekend or a federal holiday and the school submits its Application (E-App) no later than the next business day, the Department considers the application to be submitted 90 days before the PPA expires.

If the school's application is not received at least 90 days before the PPA expires or is not materially complete, the school's PPA will expire on the scheduled expiration date and the FSA program funding will cease. If a school's eligibility lapses, the school may not continue to disburse FSA funds until it receives the Department's notification that the school again is eligible to participate in the programs.

Expiration of certification
Sec 498(g) of the HEA

Lapse of eligibility cite
34 CFR 600.20(f)(i)

Extension of eligibility cite
34 CFR 600.20(f)(ii)

The FSA Assessment modules
that can assist you in understanding and assessing in your compliance with the provisions of this chapter are "Recertification," at

http://ifap.ed.gov/qamodule/RecerModule/Recertification.html

"Change in Ownership," at

http://ifap.ed.gov/qamodule/OwnershipModule/ChangeInOwnership.html

and "Additional Locations," at

http://www.ifap.ed.gov/qadocs/InstitutionalEligibility/Activity7IE.doc

Clarification

Electronic submission required
Changes to previous applications, changes in ownership, reporting, expanding eligibility and certification, and applications for initial certification, recertification, and reinstatement must be submitted to the Department electronically through the Internet (see chapters 2 and 10).

Following submission of an application, the School Participation Team will contact the school if it has questions about the application. Generally, this will be within 90 days of the Department receiving an application. If a school's application has been approved, the Department will send an electronic notice to the president and financial aid officer notifying them that the school's PPA is available to print, review, sign, and return. If the school's application is not approved, ED will notify the school and explain why.

A school may be certified to participate for up to six years.

CHANGE IN OWNERSHIP OF FOR PROFIT AND NONPROFIT INSTITUTIONS

Change in ownership that results in a change of control, structure, or governance

Changes in ownership, structure, or governance cite
34 CFR 600.3
Sec. 498(i) of the HEA

A change in ownership that results in a change of control occurs when a person or corporation with an ownership interest in the entity that owns the school, or parent corporation of that entity, acquires or loses control of the school. This includes, but is not limited to, the following *covered transactions*:

Training requirement after a change in ownership or control
If after a change in ownership or control the financial aid administrator and/or the chief administrator have not changed, the school may request a waiver of the training requirement from its School Participation Team. The Department may grant or deny the waiver for the required individual, require another official to take the training, or require alternative training.

1. the sale of the school;
2. the transfer of the controlling interest of stock of the school or its parent corporation;
3. the merger of two or more eligible schools;
4. the division of one school into two or more schools;
5. the transfer of the liabilities of a school to its parent corporation;
6. a transfer of assets that comprise a substantial portion of the educational business of the school, except if it is exclusively in the granting of a security interest in those assets; or
7. a conversion of the school from a for profit to a nonprofit school or a nonprofit to a for profit.

Change in controlling interest

Change in controlling interest cite
34 CFR 600.31(a)

A change in ownership and control occurs when a person or corporation obtains new authority to control a school's actions, whether the school is a proprietorship, partnership, or corporation. A change in ownership that results in a change in control includes any change through which a person

- acquires an ownership interest in the entity that owns the school or the parent corporation of that entity, or

- who owns or acquires an ownership interest attains or loses the ability to control the school. The most common example of this change in controlling interest is when the school is sold to a new owner.

A change in ownership and control of a corporation that is neither closely held nor required to be registered with the Securities Exchange Commission (SEC) occurs when a person who has or acquires an ownership interest acquires both control of at least 25% of the total outstanding voting stock of the corporation and managing control of the corporation.

Family defined
34 CFR 60 0.21(f)

This does not include a transfer of ownership and control to a member of the owner's family (whether or not the family member works at the school) that includes:

1. parent, stepparent, sibling, step-sibling, spouse, child or stepchild, grandchild or step-grandchild;
2. spouse's parent or stepparent, sibling, step-sibling, child or stepchild, or grandchild or step-grandchild;
3. child's spouse; and
4. sibling's spouse.

Nor does it include a transfer of ownership and control, upon the retirement or death of the owner, to a person (who is not a family member) with an ownership interest in the school who has been involved in management of the school for at least two years preceding the transfer, and who has established and retained the ownership interest for at least two years prior to the transfer.

Excluded Transactions
34 CFR 600.31(e)(1) and (2)

These are known as ***excluded transactions***, and they apply only to the transfer of the entire portion of the owner's interest.

In these situations, the school must notify the Department of the change **within 10 days**, and provide any supporting information the Department requests.

Change in ownership for publicly traded corporations

Change in ownership for a publicly traded corporation cite
34 CFR 600.31(c)(2)

For publicly traded corporations, a change in ownership and control occurs when

- a person acquires such ownership and control of the corporation such that the corporation is required to file a Form 8K with the Securities and Exchange Commission notifying that agency of the change in control; or
- a person who is a controlling shareholder of the corporation ceases to be a controlling shareholder.

A controlling shareholder is a shareholder who holds or controls through agreement **both** 25% or more of the total outstanding voting stock of the corporation and more shares of voting stock than any other shareholder. A controlling shareholder for this purpose does not include a shareholder whose sole stock ownership is held as a U.S. institutional investor, held in mutual funds, held through a profit-sharing plan, or held in an Employee Stock Ownership Plan (ESOP).

For a publicly traded corporation, when a change of ownership occurs, instead of a *same-day balance sheet*, the school may submit its most recent quarterly financial statement as filed with the SEC. Together with its quarterly financial statement, the school must submit copies of all other SEC filings made after the close of the fiscal year for which a compliance audit has been submitted to ED.

Consider a publicly traded school that is provisionally certified because of a change in ownership that experiences another change of ownership. If any controlling shareholder on the newer change of ownership application was listed on the ownership application for which the provisional approval was granted, the expiration date for the original provisional certification remains unchanged if the newer application is approved.

Steps to be taken by former owners

If a school is changing control, the former owners must notify the Department about the change and the date it occurs. This must be at the same time that the owner notifies the school's accrediting agency, but no later than 10 days after the change occurs. (If the former owner fails to notify the Department, the prospective owner is responsible for doing so.) The current owner also must notify the state agency that licenses or approves the school.

Steps to be taken by prospective owners

The prospective owner should request that the former owner provide copies of the school's existing Eligibility and Certification Approval Report (ECAR), school refund policy, return of FSA funds policy, any required default management plan, program reviews, audited financial statements (for at least the two most recently completed fiscal years), and compliance audits. The prospective owner will need this information to receive approval to participate.

Accompanying the application must be audited financial statements for the school's two most recently completed fiscal years, an audited balance sheet showing the financial condition of the school at the time of the change, and a default management plan, if required. Each participating school must demonstrate financial responsibility independently. If the entity that has acquired the school is an ongoing entity (partnership or corporation), the school must also submit completed audited financial statements of the acquiring entity for the

Audits and closeout procedures

Although a separate financial aid compliance audit is not required when there is a change in ownership, structure, or governance, the prospective owner may choose to have the accounts audited before they are closed out. Questions about FSA accounts or closeout procedures should be addressed to the appropriate School Participation Team (see chapter 12).

Prospective owner's may also obtain from the Department's School Participation Team (for the appropriate region) information on whether the school in questions has outstanding program review or audit liabilities.

last two consecutive fiscal years. For information on financial responsibility and submitting audited financial statements, see chapters 11 and 12.

The school also must submit proof that its accreditation is continued under the new ownership or control, along with a photocopy of its state legal authorization under the new ownership.

The school may not award FSA program funds until it receives a PPA signed on behalf of the Secretary.

Accepting liabilities and responsibility for return of funds

If new owners acquire a school or if a school is the result of the merger of two or more schools that formerly were operating separately, the new owner is liable for any debts that accrued from the former owner's FSA program administration. A new owner accepts liability for any federal funds that were given to the school but that were improperly spent before the date the change in ownership, structure, or governance became effective. A new owner must also abide by the school's refund and the FSA Return of Funds policy for students enrolled before the date the change became effective, and must honor all student enrollment contracts signed before the date of the change.

Payments to eligible students

Before the change in ownership, structure, or governance takes place, the former owner should make sure that all students receive any FSA payments already due them for the current payment period and that all records are current and comply with federal regulations. If the school needs additional funds for its students for the current payment period, it should request them and disburse them to all eligible students before the change takes place.

The school loses its approval to participate in the FSA programs when the change takes place. Generally, a school may:

- use Pell Grant or Campus-Based funds that it has received or request additional Pell Grant or Campus-Based funds from the Department to satisfy any unpaid commitment made to a student from the date the school's participation ended until the scheduled completion date of the payment period; and
- credit a student's account with the proceeds of a second or subsequent disbursement of an FFEL or Direct Loan to satisfy any unpaid commitment made to the student under the FFEL or Direct Loan Program from the date participation ends until the scheduled completion of that period of enrollment. (The proceeds of the first disbursement of the loan must have been delivered to the student or credited to the student's account prior to the end of the participation.)

The school must notify all new students that no federal aid funds can be disbursed until the school's eligibility is established and a new PPA signed by the Department is received.

The school may not award the FSA program funds beginning on the date that the change becomes effective. If the school's prospective owners wish the school to participate in one or more of the FSA programs, the school must submit a materially complete application to the Department.

The application process for a school undergoing a change in ownership is substantially different from the other types of processes described previously, because **the participation in the FSA programs of a school undergoing a change in ownership stops on the day of the change.** The school may not award FSA program funds beginning on the date that the change becomes effective until it receives a new PPA signed on behalf of the Secretary of Education. (Exceptions for unpaid commitments of FSA program funds are discussed under *Payments to Eligible Students*). The school can apply for preacquisition review and temporary provisional approval after the change in ownership. These are described below.

Preacquisition review

Schools may submit an E-App marked *preacquisition review* before a change in ownership takes place. The purpose of this review is to determine whether the school has answered all the questions completely and accurately. A preacquisition review application must be submitted at least 45 days prior to the expected date of the transaction. The SPT will notify the school of the results of the review. However, the school will not be given a decision whether or not its application would be approved as a result of this preacquisition review. Please note that a preacquisition review is **not** required; it is an option.

If the potential owner decides not to purchase the school, he or she must notify the School Participation Team of the decision to withdraw the application.

If the potential owner considering the change in ownership decides to go through with the purchase, and wants to participate in the Title IV programs, he or she must:

- notify the Department within 10 days of the date the change in ownership actually took place (If this date falls on a weekend or a federal holiday, the notification may be no later than the next business day.); and
- submit the supporting documents required for a materially complete application. (Refer to section "M" of the E-App for the list of specific forms to submit.)

Temporary approval for continued participation on provisional certification after change in ownership

Temporary approval cite
Sec. 498(i)(4) of the HEA

The Department, at its discretion, may permit a school undergoing a change in ownership that results in a change in control to continue to participate in the FSA programs on a provisional basis if the school meets the following specific requirement.

The school must submit a materially complete application that must be received by the Department no later than 10 business days after the change becomes effective. A materially complete application for the purpose of applying for a temporary approval must include:

- a fully completed application form;
- a copy of the school's state license or equivalent that was in effect on the day before the change in ownership took place;
- a copy of the accrediting agencies approval (in effect on the day before the change in ownership) that granted the school accreditation status including an approval of the nondegree programs it offers;
- financial statements of the school's two most recently completed fiscal years that are prepared and audited in accordance with the requirements of the Generally Accepted Accounting Principles (GAAP), published by the Financial Accounting Standards Board, and the Generally Accepted Governmental Auditing Standards (GAGAS) published by the U.S. General Accounting Office (submitted via eZ-Audit at https://ezaudit.ed.gov);

Audit cite
34 CFR 668.23

- audited financial statements for the school's new owner's two most recently completed fiscal years that are prepared and audited in accordance with GAAP and GAGAS, or acceptable equivalent information for that owner (submitted via eZ-Audit at https://ezaudit.ed.gov); and
- a completed signature page, Section L.

The supporting documents must be sent to:

U.S. Department of Education
School Eligibility Channel
Data Management and Analysis Division
Document Receipt and Control Center
830 First Street, NE
Room 71-I-1
Washington, DC 20002-5402

Phone (to verify receipt only) (202) 377-3161 or
(202) 377-3155

If the application is approved, the SPT will send the school a Temporary Provisional Program Participation Agreement (Temporary PPA). The Temporary PPA extends the terms and conditions of the PPA that were in effect for the school before its change of ownership.

The Temporary PPA expires on the earlier of the:

- date that the Department signs a new program participation agreement;
- date that the Department notifies the school that its application is denied; or
- last day of the month following the month in which the change of ownership occurred unless the school provides the necessary documents described below.

The Department can automatically extend the Temporary PPA on a month-to-month extension, **if** prior to the expiration date, the school submits:

- a *same day* balance sheet showing the school's financial position on the day the ownership changed, prepared in accordance with GAAP and audited in accordance with GAGAS;
- if not already provided, approval of the change of ownership from the school's state agency that legally authorizes postsecondary education in that state;
- if not already provided, approval of the change of ownership from the school's accrediting agency; and
- unless the school is exempt from providing one, a default management plan that follows examples provided by the Department, or notification that it is using ED's plan.

Effect of cohort default requirements

A school that has undergone a change in ownership that results in a change in control and is participating in the FFEL or Direct Loan programs does not have to submit a default management plan if:

- the school, including its main campus, and any branch campus, does not have a cohort default rate in excess of 10%; and
- the owner of the school does not own and has not owned any other school that had a cohort default in excess of 10% while that owner owned the school.

Changes at public institutions

Change in ownership or control at a public institution cite
34 CFR 600.31(c)(7)

The Department does not consider that a public institution has undergone a change in ownership that results in a change of control if there is a change in governance and the institution after the change remains a public institution, provided:

- the new governing authority is in the same state as included in the institution's program participation agreement; and
- the new governing authority has acknowledged the public institution's continued responsibilities under its program participation agreement.

Within 10 days of undergoing a change in governance however, public institutions must **report** that change to the Department. The institution must also explicitly acknowledge its continued responsibilities under its Program Participation Agreement (PPA). If the documentation transferring control of a public institution to another instate entity does not specifically acknowledge the aforementioned responsibilities, the institution must acknowledge them in a separate letter or notice.

An eligible nonparticipating school

Reapplication by nonparticipating eligible institutions cite
34 CFR 600.20(b)(1)

Nonparticipating eligible institutions are only required to renew their eligibility when the Department requests. Their eligibility status continues indefinitely as long as the school continues to meet the institutional eligibility requirements.

A nonparticipating eligible institution wishing to be designated an eligible nonparticipating institution may submit an E-App to the Department at any time. The application must be materially complete.

Following submission of an application, the Department will contact the school if it has additional questions about the application. Generally, this will be within 90 days of the Department receiving an application. After completing its review, if a school's application has been approved, the Department will send an electronic notice to the president and financial aid officer notifying them that the school is eligible and that its approval letter and ECAR must be printed and maintained. If the school's application has not been approved, we will notify the school and explain why.

SUBSTANTIVE CHANGES AND HOW TO REPORT THEM

Electronic submission required
Changes to previous applications, changes in ownership, reporting, expanding eligibility and certification, and applications for initial certification, recertification, and reinstatement must be submitted to the Department electronically through the Internet (see chapters 2 and 10).

A school is required to report changes to certain information on its approved application. A school may also wish to expand its FSA eligibility and certification. Some of these changes require the Department's written approval before the school may disburse the FSA program funds, others do not.

All schools must report and wait for written approval before disbursing funds when the following occur

(The number in parentheses refers to the number of the question on the E-App.)

1. a change in accrediting agency (notify the Department, when you **begin** making any change that deals with your school's institution-wide accreditation(#15);
2. a change in state authorizing agency (#17);
3. a change in institutional structure (#18);
4. an increase in the level of educational programs beyond the scope of current approval (#26);
5. the addition of nondegree programs beyond the current approval (#27);

 Note: For schools subject to the two-year rule, during the school's initial period of participation in the FSA programs, the Department will not approve adding programs that would expand the school's eligibility beyond the current ECAR. An exception may be considered if the school can demonstrate that the program had been legally authorized and continuously provided for at least two years prior to the date of the request. In addition, a school subject to the two-year rule may not award Federal Student Aid funds to a student in a program that is not included in the school's approval documents.
6. the addition of short-term (300-599 clock hour) programs (#27);
7. changes to the FSA programs for which the school is approved (Approvals from your accrediting agency and state authorizing agency are **not** required for this change.) (#37);
8. a change in the type of ownership (#22);
9. a change in ownership (#24); and
10. adding a location (see *Adding locations* later in this chapter), and when a school (#30)
 a. is provisionally certified; or
 b. is on the cash monitoring or reimbursement system of payment; or

c. has acquired the assets of another school that provided educational programs at that location during the preceding year, and the other school participated in the FSA programs during that year; or

d. would be subject to a loss of eligibility under the cohort default rate regulations (34 CFR 668.188) if it adds that location; or

e. has been advised by the Department that the Department must approve any new location **before** the school may begin disbursing FSA program funds.

When one of the changes that requires the Department's written approval occurs, a school must notify the Department. The school must apply to the Department for approval of the change via the electronic application within 10 calendar days of the change. As soon as the school has received approvals for the change from its accrediting agency and state authorizing agency, it must send to the Department:

- copies of the approval for the change,
- any required documentation, and
- Section L of the E-App containing the original signature of the appropriate person.

Changes that do not require the Department's written approval

Though they need not wait for the Department's approval before disbursing funds, all schools must **report** the following information to the Department.

1. change to name of school* (#2)
2. change to the name of a CEO, president, or chancellor (#10)
3. change to the name of the chief fiscal officer or chief financial officer (#11)
4. change in the individual designated as the lead program administrator for the FSA programs (#12)
5. change in governance of a public institution (#24)
6. a decrease in the level of program offering (e.g., the school drops all its graduate programs) (#26)
7. change from or to clock hours or credit hours (#27)
8. address change for a principal location* (#29)
9. name change for other locations* (#30)
10. address change for other locations* (#30)
11. the closure of a branch campus or additional location that the school was required to report (#30)

12. adding a location unless the school meets the conditions specified on the previous page (34 CFR 600.20(c)(1)) (#30)
13. change to the school's third-party servicers that deal with the FSA program funds (#58)

*As soon as it has received approvals for the change from its accrediting agency and state authorization agency, a school must send the Department copies of the approvals for change.

When one of these changes occurs, a school must notify the Department by reporting the change and the date of the change to the Department via the E-App within 10 calendar days of the change. In addition, a school must send to the address below

- any required supporting documentation, and
- Section L of the E-App containing the original signature of the appropriate person.

Note: For a change requiring written approval from the Department (unless otherwise noted) and for some changes that do not require written approval from the Department, a school must obtain approval from the appropriate accrediting agency and state authorizing agency.

The supporting documents must be sent to:

U.S. Department of Education
School Eligibility Channel
Data Management and Analysis Division
Document Receipt and Control Center
830 First Street, NE
Room 71-I-1
Washington, DC 20002-5402

Phone (to verify receipt only) (202) 377-3161 or
(202) 377-3155

If a change occurs in an E-App item not listed, the school must update the information when it applies for recertification.

When the Department is notified of a change, if further action is needed, it will tell the school how to proceed, including what materials and what additional completed sections of the E-App need to be submitted. If a school has questions about changes and procedures, it should contact the appropriate School Participation Team.

After receiving the required materials (and depending on the circumstances), the Department will evaluate the changes either approving or denying the change and notify the school.

ADDING LOCATIONS

The Eligibility and Certification Approval Report (ECAR) that the Department sends to the school lists the educational programs and locations that are eligible. (The eligibility of a school and its programs does not automatically include separate locations and extensions.) If, after receipt of the ECAR, a school wishes to add a location at which at least 50% of an educational program is offered, it must notify the Department.

Eligibility of additional locations

For purposes of qualifying as an eligible location, an additional location is not required to satisfy the two-year requirement unless:

1. the location was a facility of another school that has closed or ceased to provide educational programs for a reason other than a normal vacation period or a natural disaster that directly affects the school or the school's students;
2. the applicant school acquired, either directly from the school that closed or ceased to provide educational programs, or through an intermediary, the assets at the location; and
3. the school from which the applicant school acquired the assets of the location:
 a. owes a liability for a violation of an HEA program requirement; and
 b. is not making payments in accordance with an agreement to repay that liability.



A school that is considering adding a branch or an additional location should include in its deliberations the effect that a closure of a branch or additional location might have on the school's financial condition.

If a branch or additional location of an institution closes and borrowers who attended the school obtain loan discharges by reason of the closure of the branch or location (or improper ATB or loan certifications), the Department will pursue recovery against the larger institution, its affiliates, and its principals. (Sec.437(c)(1) of the HEA.)

An additional location that fell into one of the aforementioned categories is not required to satisfy the two-year requirement if the applicant school agrees:

1. to be liable for all improperly expended or unspent FSA funds received by the school that has closed or ceased to provide educational programs;
2. to be liable for all unpaid refunds owed to students who received FSA funds; and
3. to abide by the policy of the school that has closed or ceased to provide educational programs regarding refunds of institutional charges to students in effect before the date of the acquisition of the assets of the additional location for the students who were enrolled before that date.

Each site must be legally authorized. To apply for a determination of eligibility for an added location, the school must send the Department the required application sections, a copy of the accrediting agency's notice certifying that the new location is included in the school's accredited status, and a copy of the state legal authorization from the state in which the additional site is physically located.

Reporting a new location

Reporting cite
34 CFR 600.21

All schools are required to report (using the E-App) to the Department adding an additional accredited and licensed location where they will be offering 50% or more of an eligible program if the school wants to disburse FSA program funds to students enrolled at that location.

Disbursing prohibited cite
34 CFR 600.21(d)

Schools must not disburse FSA program funds to students at a new location before the school has reported that location and submitted any required supporting documents to the Department. Once it has reported a new licensed **and** accredited location, unless it is a school that is required to apply for approval for a new location (see below), a school may disburse FSA program funds to students enrolled at that location.

Applying for approval of a new location

Approval required cite
34 CFR 600.20(c)(1)

If a school meets one or more criteria, it must **apply for and wait for approval** before disbursing FSA program funds at an additional location where it will be offering 50% or more of an eligible program.

Disbursing prohibited cite
34 CFR 600.20(f)(3)

A school must also apply and wait for approval from ED before disbursing funds, if the school:

1. is provisionally certified;
2. is on the cash monitoring or reimbursement system of payment;

3. has acquired the assets of another school that provided educational programs at that location during the preceding year, and the other school participated in the FSA programs during that year;
4. would be subject to a loss of eligibility under the cohort default rate regulations (34 CFR 668.188) if it adds that location; or
5. was previously prohibited by the Department from disbursing FSA program funds without prior approval.

The Department will review the information and will evaluate the school's financial responsibility, administrative capability, and eligibility. Depending upon the circumstances, the Department may conduct an on-site review. If it approves the additional location, a revised ECAR and Approval Letter will be issued. The location is eligible as of the date of the Department's determination. **Only after receiving an approval letter may the school begin disbursing FSA funds to students enrolled at the new location.**

For schools subject to the two-year rule, during the school's initial period of participation in the FSA programs, the Department will not approve adding programs that would expand the institution's eligibility beyond the current ECAR. An exception may be considered if the school can demonstrate that the program had been legally authorized and continuously provided for at least two years prior to the date of the request.

ADDING PROGRAMS

Adding a program — when a school may make eligibility determinations

If a school adds an educational program after receiving its ECAR, there are two cases in which the school itself may determine the program's eligibility, unless the school has been notified in writing that its growth has been restricted. The two cases are when

- the added program leads to an associate, bachelor's, professional, or graduate degree (and the school has already been approved to offer programs at that level); or
- the added program provides at least a 10-week (of instructional time) program of 8 semester hours, 12 quarter hours, or 600 clock hours, and prepares students for gainful employment in the same or related recognized occupation as an educational program that the Department already has designated as an eligible program at the school.

Before the school may determine these programs to be eligible and disburse funds to enrolled students, the school must have received both the required state and accrediting agency approvals.

Note: A school subject to the two-year rule may not award Federal Student Aid funds to a student in a program that is not included in the school's approval documents.

If the school wishes to add a program that is at least 300 clock hours but less than 600 clock hours, the school must apply for and wait for written approval from the Department before awarding FSA funds to students in the program.

If the school's self-determination of eligibility for an educational program is found to be incorrect, the school is liable for all FSA program funds received for the program and all FSA program funds received by or for students enrolled in that program.

If you have added programs that you did not need to report to the Department, when you next apply for recertification, you will need to add those programs to your E-App.

For schools subject to the two-year rule, during the school's initial period of participation in the FSA programs, the Department will not approve adding programs that would expand the school's eligibility beyond the current ECAR.

ED must approve all other added programs

In all other cases, the eligibility of an added educational program must be determined by the Department before FSA program funds can be awarded. The school must submit the required E-App sections and a copy of approval of the new program from its accrediting agency and state authorizing agency. The Department will evaluate the new program and the school. If the Department approves the additional program, a revised ECAR and Approval Letter is issued for the school, and the school is eligible as of the date of the Department's determination. Only after receiving an Approval Letter may the school begin disbursing FSA funds to students enrolled in the program. For more on program eligibility, see chapters 4 and 8.

Maximum percentages of telecommunication and correspondence courses

The law establishes maximum percentages of telecommunication and correspondence courses, students enrolled under ability-to-benefit provisions, and incarcerated students at a participating school. If there is a change to any of a school's answers to the Yes/No questions in Section G of a submitted application (which deal with enrollment thresholds in these areas), the school must notify the Department via the E-App. The Department will advise the school of its options, including whether the school might be eligible for a waiver. (See chapters 1 and 8 for additional information.)

CHANGING THE STATUS OF A CAMPUS OR BRANCH

Changing from a non-main campus to a branch campus

Branch campus defined

A location of an institution that is geographically apart and independent of the main campus of the institution. ED considers a location of an institution to be independent of the main campus if the location –

1) is permanent in nature;
2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
3) has its own faculty and administrative or supervisory organization; and
4) has its own budgetary and hiring authority.

If a school wishes to seek approval for a branch campus, the school must submit a completed application with the required supplemental documentation on (1) the *main* campus and (2) the *proposed branch* campus.

The following required supplemental documentation must be submitted for the School Participation Team to make a determination as to whether a non-main campus educational site is an eligible branch campus:

- a statement regarding the geographical distance between the main institution and the applicant non-main campus educational site;
- state authorization of the quasi-independent status of the non-main campus educational site from the main institution in any of the following forms:
 a. applicable state law,
 b. state charter,

c. university system organization documentation, or

d. state department of education or state board of regents regulations or documentation.

Regardless of the type of documentation, there must be an explicit description of the quasi-independent status of the non-main campus educational site.

- state authorization (in any of the four forms above) for the non-main educational site to have and maintain its own faculty and administrative staff, its own operating budget, and its own authority to hire and fire faculty and staff;
- an official statement describing its hiring authority;
- a statement from the main institution's primary accrediting agency indicating that it has accredited both the main institution and the non-main educational site through separate on-site visitations, and that the non-main educational site's accreditation is distinct yet dependent upon the main institution;
- a specific description of the relationship between a main campus of an institution of higher education and all of its branches, including a description of the student aid processing that is performed by the main campus and that is performed at its branches;
- the operating budget of the non-main campus educational site for the current year and the two prior fiscal years;
- consolidated financial statements for the prior two years showing a breakdown of the applicant's financial circumstances; and
- other documents requested by the School Participation Team.

Changing from a branch campus to a freestanding main campus

A branch campus of an eligible proprietary institution of higher education or postsecondary vocational school must be in existence for at least two years (after it is certified in writing by the Department as a branch campus) before seeking to be designated as a main campus or a freestanding school.

DISBURSEMENT RULES RELATED TO APPLICATIONS FOR NEW LOCATIONS AND PROGRAMS

If an institution fails to apply for approval or fails to obtain approval of a new location, branch, program, or increase in program offering, and the Department does not approve the new location, branch, program, or increase in program offering, the institution is liable for all FSA program funds it disburses to students enrolled at that location or branch or in that program.

CHANGES IN ACCREDITATION

If a school decides to change its accrediting agency, it must notify School Participation Team (SPT) when it begins the process of obtaining accreditation from the second agency. As part of this notice, the school must submit materials relating to its current accreditation and materials demonstrating a reasonable cause for changing its accrediting agency. If a school fails to properly notify the Department, the Department will no longer recognize the school's existing accreditation.

If a school decides to become accredited by more than one accrediting agency, it must submit to SPT (and to its current and prospective agency) the reasons for accreditation by more than one agency. This submission must be made when the school begins the process of obtaining the additional accreditation. If a school obtains additional accreditation and fails to properly submit to the Department its reasons for the additional accreditation, the Department will not recognize the school's accredited status with either agency.

If the Department ceases to recognize a school's accreditation, the school is no longer eligible to award FSA program funds or take part in other programs under the Higher Education Act of 1965, as amended.

If a school becomes accredited by more than one agency, it must notify SPT which agency's accreditation the school will use for the purpose of determining the school's institutional eligibility for the FSA programs.

Loss of accreditation

If a school loses its primary accreditation, it is ineligible to participate in the FSA programs and must notify the Department within 10 days of the loss of accreditation. (*For any dispute involving the termination of accreditation, an accredited or preaccredited school must agree to submit to binding arbitration before initiating any other legal action.*) However, if a school's accrediting agency loses its recognition from the Department, the school has up to 18 months in which to obtain accreditation from another recognized agency. Other changes in accreditation may also jeopardize institutional participation.

Change in institution-wide accreditation

If the school decides to change its institution-wide accreditation, it must notify the Department of Education when it begins the accreditation application process with a different agency. (Note that it must also notify the Department when it completes the process.) As part of the notice, the school must submit materials about its current accreditation and materials demonstrating reasonable cause for changing accreditation. If the school fails to notify the Department of the proposed change to its institution-wide accreditation, or if the school does not provide the materials just described, the Department will not recognize the school's existing accreditation. If this happened, or if the school dropped its association with its former accreditor before obtaining Department approval of the change, the school would no longer have accredited status, and would no longer be eligible to award federal student financial aid or take part in other programs under the HEA .

Therefore, when a school secures new institution-wide accreditation it must notify the Department using the online electronic application (E-App). At that time, it must advise the Department which accrediting agency will be its accreditor for purposes of Title IV gatekeeping. Only after the Department provides written notice that it recognizes the new accreditor as the institution's primary accreditor should the school drop its association with its prior accreditor.

The required notification must be made on-line through the electronic application found at

http://www.eligcert.ed.gov

For a description of the E-App see chapter 2.

Changing accrediting agencies cite
34 CFR 600.11

Changing to accreditation by more than one institution-wide accrediting agency

If the school decides to become accredited by more than one institution-wide accrediting agency, it must notify the Department when it begins the process of obtaining additional accreditation. As part of the notice, the school must report (in question 15 of the E-App) its current institution-wide accrediting agency, the prospective institution-wide accrediting agency, and the reason (in question 69 of the *E-App)* it wishes to be accredited by more than one agency. If the school obtains the additional institution-wide accreditation and fails to notify the Department of the reasons for the additional accreditation, the Department will not recognize the school's accredited status with either agency. This means the school would lose its accredited status and its eligibility to award federal student financial aid or take part in other programs under the HEA.

NOTIFICATION OF SCHOOL CLOSURE OR BANKRUPTCY

If a school closes or files for bankruptcy, the school must notify the Department within 10 calendar days of either event by sending a letter on the school's letterhead that indicates the date the school closed or plans to close, or the date the school filed for bankruptcy, as appropriate.

CHANGES IN OWNERSHIP INTEREST AND 25% THRESHOLD

25% Threshold cite
34 CFR 600.31(c)(2)(ii)(A)

Ownership or ownership interest
does not include an ownership interest held by:
1. a mutual fund that is regularly and publicly traded;
2. a U.S. institutional investor as defined by the Securities and Exchange Commission;
3. a profit-sharing plan of the school or its corporate parent (provided that all full-time permanent employees of the school or corporate parent are included in the plan); or
4. an Employee Stock Ownership Plan (ESOP).

Ownership or ownership interest means a legal or beneficial interest in a school or its corporate parent, or a right to share in the profits derived from the operation of a school or its corporate parent. The school must report any change in ownership interests whenever:

- an owner acquires a total interest of 25% or greater;
- an owner who held 25% or greater interest reduces his or her interest to less than 25%; or
- an owner of 25% or greater interest increases or reduces his or her interest but remains the holder of at least 25% ownership interest.

Because of these reporting requirements, even though transferring ownership interest through death or retirement may be excluded from being considered a change in ownership resulting in a change of control, the resulting change in percentages of ownership interests must be reported to the Department.

A school must report any changes that result in an individual or owner (including a corporation or unincorporated business entity)

acquiring the ability to substantially affect the actions of the school. Such a change must be reported within 10 days of the change. A school owned by a publicly traded corporation must report the change within 10 days after the corporation learns of the change. Adherence to these requirements is enforced during the institutional participation approval process, program reviews, and audit process. All schools are bound by these reporting requirements, and substantial penalties may be imposed on schools that fail to comply with them.

An individual or corporation has the ability to substantially affect the school's actions when he, or she, or it –

- personally holds, or holds in partnership with one or more family members, at least a 25% ownership interest in the school;
- personally represents (with voting trust, power of attorney, or proxy authority), or represents in partnership with one or more family members, any individual or group holding at least a 25% ownership interest in the school;
- is the school's general partner, chief executive officer (or other executive officer), chief financial officer, individual designated as the lead program administrator for the FSA programs at the school, or a member of the school's board of directors; or
- is the chief executive officer (or other officer) for any entity that holds at least 25% ownership interest in the school, or is a member of the board of directors for such an entity.

To ensure that its FSA program participation isn't jeopardized, a school must report to the Department an ownership change (including the names of persons involved). On receiving the notification, the Department will investigate and notify the school whether a change in ownership resulting in a change of control has occurred that will require the school to submit a materially complete application if it wishes to participate in the FSA programs.

UPDATING THE APPLICATION

(A Quick Reference)

For This Action	Update Item
a change in accrediting agency (notify the Department, when you **begin** making any change that deals with your school's institution-wide accreditation)*	15
a change in state authorizing agency*	17
a change in institutional structure*	18
an increase in the level of programs beyond the current scope*	26
adding a nondegree program beyond the current scope*	27
adding a short-term program (300-599 clock hours)*	27
changing the FSA programs for which the school is approved*	27
changing the type of ownership*	22
change in ownership*	24
adding a location*	30
changing the school's name	2
change to the name of the CEO, president, or chancellor	10
change to the name of the chief financial officer (CFO)	11
change in the lead FSA administrator (FAA)	12
change in governance of public institution	24
decrease in level of program offerings	26
change from clock to credit hours	27
address change for principal location	29
name or address change for other locations	30
closure of branch campus or location that had to be reported	30
change in third party FSA servicer	58
For foreign schools, change to postsecondary authorization	42
change to degree authorization	43
change to program equivalence	44
change to program criteria	45
change to U.S. administrative or recruiting office	46

* When this occurs, you must wait for approval before disbursing funds.

UPDATING THE APPLICATION

(A Quick Reference)

For This Action	Update Item
For foreign graduate medical schools, changes to	
facility at which you provide instruction	47
authorizing entity	48
approval of authorizing entity	49
length of program	50
clinical or medical instruction provided in U.S.	51
change to address for FSA mailings to an address different than the legal street address	13
change to address for FSA mailings to an additional location that is different than the legal street address	30
change of Taxpayer Identification Number (TIN)	6a
change of DUNS number	6b
change in board members	20
reporting foreign gifts (see chapter 12)	69
change to institution's Web site	9
change of phone/fax/E-mail of CEO, president, or chancellor	10
change of phone/fax/E-mail of CFO	11
change of phone/fax/E-mail of FAA	12

Providing Consumer Information

CHAPTER 6

This chapter describes the requirements for the consumer information that a school must provide to students, the Department, and others as well as a summary of the effects of misrepresentation of school information on a school's FSA participation.

In addition to the disclosure of general information required under the consumer information regulations, there are specific disclosure and reporting requirements with which schools must comply.

Those requirements include —

- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Campus Security/Clery Act) – requires an Annual Security Report disclosing a school's security policies and reporting of Crime Statistics;
- The Student Right-to-Know Act requires disclosure of information on Graduation, Completion, and Transfer-Out Rates; and the Graduation, Completion, and Transfer-Out Rates for Student Athletes at schools that award athletically related aid.
- Equity in Athletics Disclosure Act (EADA) – requires disclosure of Athletic Program Participation Rates and Financial Support Data.

Schools that participate in the Campus-Based programs must also comply with disclosure requirements for drug and alcohol abuse prevention. Although some of these disclosure requirements contain common elements, each disclosure is required separately (see the chart *School Disclosure Requirements* at the end of this chapter).

As part of the continuing effort to reduce the number of defaulted federal student loans, it is important to provide students with information necessary for choosing an appropriate academic program and for fully understanding the responsibility of loan repayment.

Consumer information cites
34 CFR 668.41, 668.42, 668.43, 668.44, 668.45, 668.46, 668.47, & 668.48
Sec. 485 of the HEA

General information includes
Financial assistance information pursuant to 34 CFR 668.42, and
Institutional information pursuant to 34 CFR 668.43

Civil penalty
In addition to limiting, suspending, or terminating the participation of any school that fails to comply with the consumer information requirements, the Department may impose civil fines of up to $27,500 for each violation.

Civil penalty cite
Sec. 487(c)(3)(B) of the HEA

In some cases a school is only required to make information available upon request, while in others the school must directly distribute the required information. You can find a chart summarizing the disclosure requirements at the end of this chapter.

Each year a school must provide to enrolled students a notice containing a list of the consumer information it must disseminate, and the procedures for obtaining this consumer information. **Schools must provide this notice through a one-on-one distribution.**

Schools must also provide a notice (though not an individual notice) of student rights under the Family Educational Rights and Privacy Act (FERPA).

Reminder

Individual Notice Required

You can find a sample notification at ED's FERPA Web site

http://www.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html

BASIC CONSUMER INFORMATION REQUIREMENTS

The regulations lists basic information about the school and about financial aid that must be available to enrolled and prospective students. If necessary, the information listed below must be provided by your school. However, much of the required information may already be available in brochures and handouts routinely disseminated by the school or in federal publications such as *The Student Guide*.

General information cite
34 CFR 668.43

Financial aid information

At a minimum, the following information must be provided about financial assistance available at a school:

Financial assistance information cite
34 CFR 668.42

- the need-based and non-need-based federal financial aid that is available to students;
- the need-based and non-need-based state and local aid programs, school aid programs, and other private aid programs that are available;
- how students apply for aid and how eligibility is determined;
- how the school distributes aid among students;
- the rights and responsibilities of students receiving aid;
- how and when financial aid will be disbursed;
- the terms and conditions of any employment that is part of the financial aid package;
- the terms of, the schedules for, and the necessity of loan repayment and required loan exit counseling; and
- the criteria for measuring satisfactory academic progress, and how a student who has failed to maintain satisfactory progress may reestablish eligibility for federal financial aid.

General information about the school

The school must provide the following minimum information about itself:

- the names of associations, agencies, and/or governmental bodies that accredit, approve, or license the school and its programs, and the procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval;
- the special facilities and services available to disabled students;
- the costs of attending the school (tuition and fees, books and supplies, room and board, and applicable transportation costs, such as commuting) and any additional costs of the program in which the student is enrolled or has expressed an interest;
- a statement of the requirements for the return of FSA program funds when a student withdraws from school, information about any refund policy with which the school must comply, and the requirements for officially withdrawing from the school (For more information about the Return of Federal Student aid, see *Volume 5 – Overawards, Overpayments, and Withdrawal Calculations.*);
- the degree programs, training, and other education offered;
- the availability of a GED program, if the school admits students who do not have a high school diploma or equivalent;
- the instructional, laboratory, and other physical plant facilities associated with the academic programs;
- a list of the faculty and other instructional personnel;
- whom to contact for information on student financial assistance and whom for general school issues;
- the terms and conditions under which students receiving federal education loans may obtain deferments; and
- information regarding the availability of FSA program funds for study abroad programs.

The school must have someone available during normal operating hours to help persons obtain consumer information. One full-time employee or several persons may be assigned so that someone is always available (with reasonable notice) to assist enrolled or prospective students and their families. Existing personnel may satisfy this requirement. A school may request a waiver of this requirement if it can demonstrate that a waiver is appropriate. A school should contact their School Participation Team for more information. (You can find a chart containing contact information for the School Eligibility channel at the end of chapter 12.)

The FSA Assessment modules that can assist you in understanding and assessing your compliance with the provisions of this chapter is "Consumer Information," at

http://ifap.ed.gov/qamodule/ConsumerModule/ConsumerInformation.html

Specifically the following sections

"Equity in Athletic Disclosure Act," at

http://ifap.ed.gov/qamodule/ConsumerModule/ConsumerInformationpage10.html

"Drug and Alcohol Abuse Prevention Information," at

http://ifap.ed.gov/qamodule/ConsumerModule/ConsumerInformationpage11.html

"Campus Security/Clery Act," at
http://ifap.ed.gov/qamodule/ConsumerModule/ConsumerInformationpage13.html

and "FERPA," at
http://ifap.ed.gov/qamodule/ConsumerModule/ConsumerInformationpage18.html

A school must give applicants selected for verification a written statement explaining

1. Documents required for verification,
2. Student responsibilities – including correction procedures, deadlines for completing any actions required, and the consequences of missing the deadlines.
3. Notification methods – how your school will notify students if their awards change as a result of verification, and the time frame for such notification.

cite 34 CFR 668.53

CONSUMER INFORMATION FROM THE DEPARTMENT

Consumer information from the Department
Sec. 485 of the HEA

The Department is required to make available to schools, lenders, and secondary schools descriptions of the FSA programs in order to assist students in gaining information through school sources, and to assist schools in carrying out the FSA program requirements. The Department does this through a variety of informational sources such as *The Student Guide*, this *Handbook*, and the Department's Web page.

The Department, to the extent possible, will also do the following:

- compile and disseminate information describing state and other prepaid tuition and savings programs;
- make clear when ED's Web products are displayed on a non-federal Web page, that ED is not endorsing that Web page;
- update its Internet site to include direct links to databases with information on public and private financial assistance programs that are accessible without charge, and without any implied or actual endorsement; and
- provide additional direct links to resources from which students may obtain information about fraudulent and deceptive financial aid practices.

Information for schools is available at

www.ifap.ed.gov

Information for students is available at

www.studentaid.ed.gov

NCES, IPEDS, AND STUDENT-RIGHT-TO-KNOW INFORMATION

Though in some cases the dates by which schools must make consumer and safety information available to students, parents, and high school counselors and coaches are based on the dates by which schools must report that information to the Department, the regulatory requirements are separate. The disclosure requirements arise from the Student-Right-to-Know and Campus Security/Cleary Act and the Equity in Athletics Disclosure Act. Schools report similar information to the Department when they fulfill the requirement that they participate in the annual Integrated Postsecondary Education Data System (IPEDS) Survey conducted by the National Center for Education Statistics (NCES).

The National Center for Education Statistics (NCES) survey program at the postsecondary education level provides statistical information used by planners, policy makers, and educators in addressing multiple issues. One major source of this information is the annual Integrated Postsecondary Education Data System (IPEDS) Survey.

The IPEDS system, established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. The IPEDS system is built around a series of interrelated surveys that collect school-level data in such areas as – school characteristics, enrollments, program completions, staffing patterns, faculty salaries, finances, and financial aid.

Information on NCES and IPEDS is available at –

http://www.nces.ed.gov/IPEDS

STUDENT RIGHT-TO-KNOW DISCLOSURES

Student Right-to-Know cite
Sec. 485(a) of the HEA
34 CFR 668.45

Schools must disseminate the information on completion or graduation and, if applicable, transfer-out rates to enrolled and prospective students upon request, through appropriate publications, mailings, or electronic media (for example, school catalogs or admissions literature). Schools are strongly encouraged to provide this information to other interested parties, such as guidance counselors, upon request.

Student Right-to-Know disclosures must be made by July 1 of each year (see chart at the end of this chapter).

The Student Right-to-Know Act requires schools to disclose:

1. Completion or graduation rates and, if applicable, transfer-out rates for a specific cohort of the general student body. This cohort is of certificate- or degree-seeking, full-time, first-time undergraduate students.
2. For schools that offer athletically related student aid, completion or graduation rates and, if applicable, transfer-out rates of students receiving athletically related student aid, if the school offers athletic aid.

 The school must provide student athlete graduation rate information to potential student athletes, their parents, and their high school coaches and guidance counselors upon making an offer of athletic aid.

Schools must make available, to prospective students, no later than July 1, 2005, the rates for the cohort for which the 150% of the normal time for completion elapsed between September 1, 2003 and August 31, 2004.

Important: Schools should not confuse the requirements and methodologies for providing information to students and other consumers with the requirement for reporting similar information to the Department.

A school such as a community college is required to calculate and disclose its transfer-out rates only if it determines that its mission includes providing substantial preparation for its students to enroll in another eligible school (such as an eligible four-year school).

In addition to calculating the completion or graduation rates described above, a school **may, but is not required** to calculate:

1. A completion or graduation rate for students who transfer into the school;
2. A completion or graduation rate and transfer-out rate for the students described as *exclusions* to the requirements in this section.

 Schools may exclude from all cohorts students who:

 - have left school to serve in the armed forces,

- have left school to serve on official church missions,
- have left school to serve with a foreign aid service of the federal government, such as the Peace Corps,
- are totally and permanently disabled; or
- are deceased.

3. A transfer-out rate (required only if preparing students for transfer is part of the school's stated or implied mission).

Determining the cohort for completion or graduation and transfer-out rates

Determining rate cite
34 CFR 668.45

To calculate completion or graduation and transfer-out rates, a school must identify a group of students each year (a cohort) and review the performance of that cohort over time to determine the percentage of those students who complete their programs or transfer out of the school. The same *snapshot* approach is used to determine rates for both the general student body cohort and those rates related to students receiving athletically related student aid. The regulations specify that the cohorts a school must establish are based on how the school's programs are offered.

Standard-term schools

A school that offers most of its programs based on standard terms (semesters, trimesters, quarters) must use a fall cohort for these calculations. That is, the school must count all first-time freshmen who are certificate- or degree-seeking, full-time undergraduate students who first enter the school during the fall term.

The fall cohort

For a fall cohort, a student has entered the school if he or she enrolled for the fall term (or during the summer immediately preceding the fall term in which the student enrolled full time) and is still enrolled as of October 15, the end of the school's drop-add period for the fall term, or another official reporting date (in the fall) on which a school must report fall enrollment data to either the state, its board of trustees or governing board, or another external governing body. Does not include a student whose first enrollment was during a summer term that did not immediately precede the student's first full-time fall enrollment.

Nonstandard term or nonterm schools

A school that does not offer most of its programs based on standard terms must count all first-time students who are certificate- or degree-seeking, full-time undergraduate students who enter the school between September 1 of one year and August 31 of the following year. For programs less than or equal to one academic year in length, schools should include in the cohort only students who are enrolled for at least 15 days. For programs longer than one academic year, schools should include in the cohort only students who are enrolled for at least 30 days.

Schools may not include students who transfer into the school from another school as entering students for purposes of these calculations. However, if a school chooses, it may calculate as a separate supplemental rate, a completion rate for students who transfer into the school.

Definitions

The definitions of certificate- or degree-seeking students, first-time freshman students, and undergraduate students were adopted from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS).

Athletically related student aid – any scholarship, grant, or other form of financial assistance, offered by a school, the terms of which require the recipient to participate in a program of intercollegiate athletics at the school. Other student aid, of which a student athlete simply happens to be the recipient, is not athletically related student aid.

Certificate- or degree-seeking student – a student enrolled in a course for credit who is recognized by the school as seeking a degree or certificate.

First-time undergraduate student – an entering undergraduate who has never attended an institution of higher education. Includes a student enrolled in the fall term who attended a postsecondary institution for the first time in the prior summer term, and a student who entered with advanced standing (college credit earned before graduation from high school).

A first time undergraduate does not include a student whose first enrollment was during a summer term that did not immediately precede the student's first full-time fall enrollment.

Undergraduate students – students enrolled in a bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate level.

Transfer/preparatory program – At least a two-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program.

Preparatory program cite
34 CFR 668.8(b)(1)(ii)

Completor/Graduate – A student is counted as a completor or graduate if

- the student completed his or her program within 150% of the normal time for completion of the program, or
- the student has completed a transfer preparatory program within 150% of the normal time for completion of that program.

Schools must use the FSA definition of a *full-time student* that is found in the Student Assistance General Provisions regulations (see *Volume 1 – Student Eligibility*).

Waivers

The regulations provide for waiving the disclosure of completion or graduation rate and transfer-out rate calculations (to coaches and guidance counselors only) for the general student body cohort and for athletic data for any school that is a member of an athletic association or conference that has voluntarily published (or will publish) completion or graduation-rate data that the Department determines are substantially comparable to the data required by the regulations.

Waivers cite
34 CFR 668.45(e)(1)

The NCAA may distribute graduation rate information to all secondary schools in the United States to satisfy the distribution requirements for prospective student athletes' guidance counselors and coaches. This does not relieve the school of its obligation to provide the information to the prospective student athletes and their parents.

The Department will continue to work with interested agencies to help them develop standards that meet these requirements. If in the future the Department determines that another agency's requirements meet the standards of the Student Right-to-Know Act, the Department will inform schools that those rates may be used to satisfy the Student Right-to-Know disclosure requirements.

Normal time

Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the school's catalog. This is typically –

- four years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based school,
- two years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate degree in a standard term-based school, and
- the scheduled times for certificate programs.

Transfer-out student

A student is counted as a transfer-out student if, within 150% of the normal time for completion of the program, the student has transferred out of the program and enrolled in any program of another eligible institution for which the prior program provides substantial preparation. A school is required to report only on those students that the school knows have transferred to another school. A school must document that the student actually transferred.

Disclosing and reporting information on completion or graduation rates for the general student body cohort

The requirements for disclosing this information have been broken down into four steps: (1) determining the cohort, (2) calculating the rates, (3) disclosing the rates, and (4) reporting the rates to the Department via the *Graduation Rate Survey*.

Step 1: Determining the cohort

Schools must determine the cohort as described under *Determining the Cohort for Completion or Graduation and Transfer-Out Rates* to identify students in such a way that it can take a snapshot of those same students at a later time.

Step 2: Calculating the rates

Once a school has identified a cohort, it must determine when 150% of the normal time for completion of each program has elapsed for all of the students in the cohort. Then, it must determine how many of those students graduated or completed their program and, if applicable, how many transferred out of their program within that 150% period.

The following formula is used to calculate a completion rate for the general student body cohort:

$$\frac{\text{Number of students in cohort who completed their program within 150\% of normal time for completion}}{\text{Number of students in cohort (minus permitted exceptions)}}$$

The following formula is used to calculate a transfer-out rate for the general student body cohort:

$$\frac{\text{Number of students in cohort who transferred out of their program* within 150\% of the normal time for completion}}{\text{Number of students in cohort (minus permitted exceptions)}}$$

*to another eligible institution

Step 3: Disclosing the rates

The information on completion, graduation rates and, if applicable, transfer-out rates must be made available by the July 1 immediately following the 12-month period ending August 31 during which the expiration of 150% of normal time took place for the group of students on which the school bases its completion and transfer-out rate calculation.

Schools must disseminate the information on completion or graduation and, if applicable, transfer-out rates to enrolled and prospective students upon request, through appropriate publications, mailings, or electronic media (for example, school catalogs or admissions literature). Schools are strongly encouraged to provide this information to other interested parties, such as guidance counselors, upon request.

Step 4: Reporting the rates

The information must be reported to the Department by the Graduation Rate Survey (GRS) deadline.

EXAMPLE: Determining completion or graduation and transfer-out rates for the general student body

Step 1: Determining the cohort

Tower of London College (TLC) has both two-year and four-year degree programs. It operates on a semester basis, so it used a fall cohort.

During its 1998 fall semester, TLC had enrolled 1,000 full-time first-year freshmen in degree programs. It tagged those students as its 1998 cohort.

Step 2: Calculating the rates

In September of 2004 (after the 150% of normal time for completion of the four-year program elapsed), TLC searched its records to see how many of the 1,000 students in the cohort had completed a two-year degree as of August 31, 2001 (when 150% of normal time for completion of the two-year program elapsed). It found that 250 students had completed such a degree. It noted both the number and identity of those students. TLC noted the identity of the students so that it would be able to determine if any of the 250 students also obtained a four-year degree and must be treated as duplicates (see below).

It also found that 35 students from the cohort received a two-year degree between September 1, 2001 and August 31, 2004. TLC was unable to count these students as completors for Student Right-to-Know purposes, as they had completed the program after more than 150% of normal time for completion had elapsed; however, TLC chose to use this data as supplemental information.

Since TLC's mission includes substantial preparation for its students to enroll in another eligible institution, it also determined the number of transfer-out students in the two-year program by ascertaining the number of students in the cohort for which it had documents showing that the student had transferred to, and begun classes at, another eligible school. It found that it had documentation on 50 such students.

On August 31, 2004, 150% of the normal time for completion of the four-year program elapsed. In September of 2004 , TLC determined how many of the 1,000 students had received a four-year degree as of August 31, 2004. It found that 450 students had done so.

Because TLC had identified the completors of the two-year program, it was able to determine that 10 of the students it had counted as two-year completors had also received a four-year degree. TLC is not permitted to count these students as completors twice, so instead it

Example Continued

deducted the number from the number of two-year degree program completors (it could also have deducted them from the number of four-year completors had it so chosen).

TLC surveyed its records to determine the number of students from the cohort in the four-year program that it could document as having transferred as of August 31, 2004. It found 65 students had done so.

To determine if any of the students could be excluded from the cohort, TLC searched its records for documentation. The records showed that a total of 15 students in the original cohort had left the school for the express purpose of joining a church mission, the armed forces, or a foreign aid program sponsored by the federal government, had died, or become totally and permanently disabled.

TLC calculated its completion rate and transfer-out rate as follows:

√ 450 four-year program completors + (250 two-year program completors - 10 duplicates) = 690 completors

√ 1,000 students in cohort - 15 permitted exclusions = 985

√ Completion rate = 690 ÷ 985 = 70%

√ Transfers = 65 four-year program transfers + 50 two-year transfers = 115

√ Transfer-out rate = 115 ÷ 985 = 11.7%

Step 3: Disclosing the rates

On July 1, 2005 (the July 1 following the expiration of 150% of normal time for the entire cohort), TLC published its graduation/completion rate and its transfer-out rate for the students who had entered in the fall of 1998.

TLC decided to provide separate, supplemental information regarding the completion and retention rates of its part-time students because it has a large part-time-student population. It also provided separate, supplemental information on the number of students who completed the two-year program after four years and after five years. It could have also provided separate, supplemental information on students who transferred into the school from another school had it so wished.

Reporting information on completion or graduation rates for student athletes

Reporting cite
34 CFR 668.48

Reporting to parents
In cases of separation or divorce, if it is difficult to locate both parents, it is acceptable to provide the required information solely to the parent who acts as the student's guardian.

Schools that participate in an FSA program and offer athletically related student aid must provide information on completion or graduation rates, transfer-out rates, if applicable, and other statistics for students who receive athletically related student aid to potential student athletes, and to their parents, high school coaches, and guidance counselors.

The definition of athletically related student aid used here and discussed earlier in this chapter is the same definition that is also used for the Equity in Athletics Disclosure Act (EADA) disclosure requirements. The definitions of certificate- or degree-seeking students, first-time undergraduate students, undergraduate students, and normal time are the same as those used for the calculation of completion or graduation and transfer-out rates for a school's general student body cohort (also discussed above).

In addition to the completion rates and transfer-out rates, schools must report

- the number of students, categorized by race and gender, who attended the school during the year prior to the submission of the report, and
- within each sport — the number of those attendees who received athletically related student aid, categorized by race and gender.

Step 1: Determining the cohort

A school must determine the cohort as described under *Determining the Cohort for Completion or Graduation and Transfer-Out Rates.*

Step 2: Calculating the rates for completion or graduation for student athletes

In addition to the three sets of completion and transfer-out rates, schools must report –
- the number of students, categorized by race and gender, who attended the school during the year prior to the submission of he report; and
- within each sport – the number of those attendees who received athletically related student aid, categorized by race and gender.

Schools that provide athletically related student aid must report three sets of completion rates and three transfer-out rates:

1. by race and gender — a completion or graduation rate and, if applicable, a transfer-out rate for the general student body;
2. a completion or graduation rate and, if applicable, a transfer-out rate for the members of the cohort who received athletically related student aid (this rate is calculated in the same manner as the rates for the general student body, but must be broken down by race and gender within each sport); and

3. the *four-year average* completion or graduation rate and, if applicable, the average transfer-out rate for the four most recent completing classes of the cohort categorized by race and gender for the general student population, and for race and gender within each sport. (A school that doesn't have data for four years should report an average completion rate for all the years for which it has data.)

 Information that is required to be reported by sport must be broken down into the following categories:

 - basketball,
 - football,
 - baseball,
 - cross-country and track combined, and
 - all other sports combined.

A school may also exclude from the athletic cohort the student exceptions specified under *Student Right-to-Know Disclosures*.

Step 3: Disclosing the rates for student athletes

A school must also provide the report to each prospective student athlete and his or her parents, coaches, and counselor when an offer of athletically related student aid is made to the prospective student athlete.

Schools are not required to provide completion rate information for students who entered before the 1996-97 academic year. However, if a school has data on students entering prior to the 1996-97 academic year (as the result of NCAA requirements, for example), the school should report these data in the four-year averages.

Schools that are not yet reporting completion or graduation rates or, if applicable, transfer-out rates because they do not have the necessary data must still disclose the additional data regarding the number of students who attended the previous year, categorized by race and gender, and the number who attended the previous year and who received athletically related student aid, categorized by race and gender within each sport.

There is a *de minimus* exception to the disclosure requirements for the completion or graduation rates or, if applicable, the transfer-out rates of student athletes. Schools with five or fewer student athletes need not disclose their rates.

GRS Deadline
Also applies to schools that don't offer athletically related student aid.

Reporting the rates for student athletes

The rates for student athletes must be completed and submitted to the Department together with other Student-Right-to-Know data by the Graduation Rate Survey (GRS) deadline.

Supplemental information

Schools may provide additional information to place their completion or transfer-out rates for both the general student body and those related to athletically related student aid in context. For example, a small school's completion rate may vary greatly from year to year because the school's calculations use a very small cohort. The school may wish to provide prior year's data and an explanation of factors affecting the completion rate.

EQUITY IN ATHLETICS

Equity in athletics cite
Sec.485(e) of the HEA
34 CFR 668.47

The EADA is designed to make prospective students aware of a school's commitment to providing equitable athletic opportunities for its men and women students.

Any coeducational institution of higher education that participates in an FSA program and has an intercollegiate athletic program must prepare an annual EADA report. The report contains participation rates, financial support, and other information on men's and women's intercollegiate athletic programs. Officially, it is *The Report on Athletic Program Participation Rates and Financial Support Data.* It is referred to as the EADA Report (34 CFR 668.47).

Disclosure of the report

The EADA requires schools to make this report available upon request to students, prospective students, and the public in easily accessible places. For example, a school may make copies of the report physically available in intercollegiate athletic offices, admissions offices, or libraries, or by providing a copy to every student in his or her electronic mailbox.

The EADA Report must be summarized, and its availability described in the **one-on-one disclosure** to all students and prospective students required of the school.

A school must provide the report promptly to anyone who requests the information. For example, a school may not refuse to provide a copy of the report to the news media, and the school may not require an individual requesting the information to come to the school to view the report. A school may not charge a fee for the information.

Reports must be compiled and made available each year by October 15. Schools must submit their Equity in Athletics reports to the Department annually within 15 days of making them available to students, prospective students, and the public. Using passwords supplied to their institutions' chief administrators, schools report EADA data to the Department online at

http://surveys.ope.ed.gov/athletics

Additional information on the collection of EADA data will be posted, as it becomes available, on the Department's Web site at:

http://www.ed.gov/finaid/prof/resources/athletics/eada.html

Contents of the Equity in Athletics/EADA Report

A school must first designate its reporting year. A reporting year may be any consecutive 12-month period of time. For its designated reporting year, a school must report:

1. the number of male and female full-time undergraduate students that attended the school (undergraduate students are those who are consistently designated as such by the school);
2. the total amount of money spent on athletically related student aid (including the value of waivers of educational expenses aggregately) for: (a) men's teams and (b) women's teams;
3. the ratio of athletically related student aid awarded to male athletes to athletically related student aid awarded to female athletes (see the definition of athletically related student aid under *Definitions*);
4. the expenses incurred by the school for:
 - all sports,
 - football,
 - men's basketball,
 - women's basketball,
 - all other men's sports except football and basketball, and
 - all other women's sports except basketball

 Expenses not attributable to a particular sport, such as general and administrative overhead, must be included only in the total expenses for all sports.

The Department has to ensure that the individual school reports and a report to Congress are made available to the public within a reasonable period of time.

The Department is also required to notify secondary schools in all states regarding the availability of information in individual school reports and how such information may be accessed.

Alternative reporting

A school also may report those expenses on a per capita basis for each team and may report combined expenditures attributable to closely related teams, such as track and field or swimming and diving. Those combinations must be reported separately for men's and women's teams.

5. total recruiting expenses aggregately for (a) all men's teams and (b) all women's teams;

6. total annual revenues for – (a) all sports combined, (b) all men's teams, (c) all women's teams, (d) football, (e) men's basketball, (f) women's basketball, (g) all men's sports other than football and basketball, and (h) all women's sports other than basketball;

7. in its total revenues and men's or women's combined revenues, as applicable – revenues not attributable to a particular sport such as untargeted alumni contributions to athletics, investment income, and student activities fees;

8. individually by team **or** by average –

 a. the annual school salary of non-volunteer head coaches for all offered sports of (1) men's teams and (2) women's teams — this must include the number of persons and full-time equivalent positions used to calculate each average;

 b. the annual school salary of non-volunteer assistant coaches for all offered sports of (1) men's teams and (2) women's teams. This must include the number of persons and full-time equivalent positions used to calculate each average;

9. a listing of the varsity teams that competed in intercollegiate athletic competition and for each team, the following data –

 a. total number of participants as of the day of the first scheduled contest of the reporting year for the team, number of those who participated on more than one varsity team, and number of other varsity teams on which they participated;

 b. total operating expenses (expenditures on lodging and meals, transportation, officials, uniforms, and equipment) attributable to the team;

 c. whether the head coach was male or female, was assigned to the team on a full-time or part-time basis, and, if assigned on a part-time basis, whether the head coach was a full-time or part-time employee of the school (The school must consider graduate assistants and volunteers who served as head coaches to be head coaches for the purposes of this report.);

 d. the number of assistant coaches who were male and the number of assistant coaches who were female, and, within each category, the number who were assigned to the team on a full-time or part-time basis, and, of those assigned on a part-time basis, the number who were full-time and part-time employees of the school (The

Coach's salary

If a coach had responsibility for more than one team and a school does not allocate that coach's salary by team, the school must divide the salary by the number of teams for which the coach had responsibility and allocate the salary among the teams on a basis consistent with the coach's responsibilities for the different teams.

school must consider graduate assistants and volunteers who served as head coaches to be head coaches for the purposes of this report.); and

e. an unduplicated head count of the individuals who were listed as participants on at least one varsity team, by gender.

Definitions

Definitions cite
34 CFR 668.41(a)
34 CFR 668.47(b)

Expenses means expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Recruiting expenses means all expenses a school incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, any other expenses for official and unofficial visits, and all other expenses related to recruiting.

Operating expenses means all expenses a school incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as *game-day expenses*), for (a) lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (b) officials.

School salary is all wages and bonuses a school pays a coach as compensation attributable to coaching.

Varsity team means a team that (a) is designated or defined by its school or an athletic association as a varsity team; or (b) primarily competes against other teams that are designated or defined by their institutions or athletic associations as varsity teams.

Participants on varsity teams include not only those athletes who take part in a scheduled contest but also any student who practices with the team and receives coaching as of the day of the first scheduled intercollegiate contest of the designated reporting year. This includes junior varsity team and freshmen team players if they are part of the overall varsity program. Schools should also include all students who receive athletically related student aid, including redshirts, injured student athletes, and fifth year team members who have already received a bachelor's degree.

Prospective student means an individual who has contacted an eligible institution requesting information concerning admission to that institution.

LOAN COUNSELING

The General Provisions require that you inform students about the availability of grant aid before awarding loans.

The Perkins Loan regulations require that borrowers receive similar information. You can read more about the Perkins requirements in Volume 6 – "The Campus-Based Programs."

Loan counseling in regulations

FFEL: 34 CFR 682.604 (f) and (g)
DL: 34 CFR 685.304
Perkins: 34 CFR 674.16(a)

Direct Loan counseling materials

Direct Loan schools can order counseling materials by calling:

1-800-848-0978

Online counseling and print materials are also available online at the Direct Loan Web Site:

http://lo-online.ed.gov

Before a **first-time** FFEL, or Federal Direct Loan borrower takes out a loan, the school must ensure that entrance counseling is conducted – individually or in a group with other borrowers. Initial counseling must include: an explanation of the use of an MPN; the importance of the repayment obligation; a description of the consequences of default; providing sample repayment schedules; familiarization with a borrower's rights and responsibilities as well as other terms and conditions. Loan (exit) counseling must also be provided before the borrower completes his or her course of study or otherwise leaves the school. There are similar requirements for the Perkins loan program (see *Volume 6 – Campus-Based Programs*).

Loan counseling is particularly important because new students often have little or no experience with repayment and managing debt. Your school must ensure that the student receives comprehensive entrance and exit counseling, even though the counseling may be given by a consultant, servicer, lender, or guarantor (usually on the Web), or online on the Direct Loan Web site. First-time Stafford borrowers must receive entrance counseling before the first disbursement of the loan, and all students who are graduating or withdrawing from school must receive exit counseling. If the counseling is given electronically, you'll need to make sure that the student receives written counseling materials for any required information that is not provided in the electronic counseling presentation. Your school is also responsible for making knowledgeable staff available to answer student questions.

Here we cover the elements of entrance and exit counseling that are either required by regulation or recommended. However, there are many ways to deliver this information and to reinforce it through continuing contacts with your student borrowers. You have an opportunity at each disbursement to remind students about the importance of academic progress, planning for future employment, and staying in touch with the holder of the loan.

The Direct Loan Program and many FFEL guaranty agencies, lenders, and other organizations offer online counseling through the Web, videos, pamphlets, and other counseling materials. Your school may choose to rely on Web counseling services, if those services provide all of the information required by regulation.

If your staff are conducting in-person counseling sessions, charts, handouts, audiovisual materials, and question-and-answer sessions can help convey the information in a more dynamic manner. We also recommend the use of written tests. Moreover, the regulations require (for any form of counseling) that someone with expertise in the FSA programs be available shortly after the counseling to answer borrowers' questions about those programs.

Regardless of the counseling methods your school uses, you must be sure to document that the student participated in and completed entrance and exit counseling. You can usually also get confirmation that the student has completed the online counseling session through a printout, electronic message, or other means.

The chart at the end of this section summarizes information to be covered as a part of entrance and exit counseling sessions. The arrows indicate those elements that must be covered in both entrance and exit counseling.

Entrance counseling

Before a first disbursement may be made to a first-time Stafford borrower, the student must receive *entrance counseling* that explains the loan obligation. The counseling must be conducted in person, by audiovisual presentation, or by interactive electronic means.

Required elements of entrance counseling

The Direct Loan and FFEL regulations require that certain information be included in entrance counseling. Some of this information is included in the *Borrower's Rights and Responsibilities* statement that must accompany the MPN, but you should review and elaborate on these points as a part of the counseling presentation.

- ***Reinforce the importance of repayment.*** The regulations also require that entrance counseling *emphasize … the seriousness and importance of the repayment obligation.* The lender or Direct Loan Servicing Center (DLSC) sends payment coupons or billing statements as a convenience for the borrower. Not receiving them does not relieve the borrower of his or her obligation to make payments. (Direct Loan borrowers are encouraged to set up electronic debiting of a bank account to repay their loans—electronic debiting is also available through many FFEL lenders.)

- ***Describe the consequences of default.*** The regulations require that entrance counseling *describe the likely consequences of default, including adverse credit reports, federal offset, and litigation.* We also recommend that you tell the borrower of the charges that might be imposed for delinquency or default, such as the lender's or guarantor's collection expenses (including attorney's fees). Defaulters often find that repayment schedules for loans that have been accelerated are more stringent than the original repayment schedule. A defaulter is no longer eligible for any deferment provisions, even if he or she would otherwise qualify. Finally, a defaulter's federal and state tax refunds may be seized and wages garnished, and the borrower loses eligibility for any further funding from the FSA programs.

Entrance counseling cite

FFEL—34 CFR 682.604(f)
DL—34 CFR 685.304(a)

Counseling materials for overseas or correspondence students

Web-based counseling sites can be particularly useful for borrowers who are participating in off-campus programs such a school's year-abroad program, correspondence study, and online programs.

If the borrower has not previously received a Stafford loan at that school, the school must document that the student has completed online entrance counseling that meets FSA requirements, or provide entrance counseling information by mail before releasing loan proceeds.

Counseling as part of a Default Management Plan

A school with a high default rate may be required to implement a Default Management Plan. The sample plan included in the FSA regulations mentions several steps that relate to loan counseling:

- Enhance the borrower's understanding of his or her loan repayment responsibilities through counseling and debt management activities.
- Enhance student loan repayments through counseling the borrower on loan repayment options and facilitating contact between the borrower and the data manager or FFEL Program lender.
- Keep statistics on the number of enrolled borrowers who received default prevention counseling services each fiscal year.

Cite Appendix B to Subpart M of 34 CFR 668

- ***Explain the use of the Master Promissory Note.*** If relevant at your school, explain the use of the multi-year feature of the MPN, and the borrower confirmation process. You should advise students to carefully read the MPN and the Borrower's Rights and Responsibilities statement before signing the MPN. In addition, you should inform borrowers of their right to sign a new promissory note for each loan and *opt out* of the multi-year feature of the MPN.

- ***Stress that repayment is required, regardless of educational outcome or subsequent employability.*** Entrance counseling information must explain that the student borrower is obligated to repay the full loan even if he or she doesn't finish the program, can't get a job after graduating, or is dissatisfied with the school's educational program or other services.

- ***Provide sample monthly repayment amounts.*** The student must receive sample monthly repayment amounts for different levels of indebtedness, or for the average indebtedness of Stafford borrowers at your school or in the same educational program at your school.

Other suggestions for entrance counseling

Alternative entrance counseling approaches

The Direct Loan regulations describe how a school may adopt alternative approaches as a part of its quality assurance plan — see 34 CFR 685.304(a)(4)

In addition to the required elements above, counselors often include some of the following information in their sessions. (Some of these items are included in an Appendix B to Subpart M of 34 CFR 668, as *Default Reduction Strategies* for schools that are required to adopt default management plans.)

- ***Review terms and conditions of the loan.*** As a part of entrance counseling, tell the borrower the current interest rate on his/her loan(s), the applicable grace period, and the approximate date the first installment payment will be due.

 Often a student loan is the borrower's first experience in obtaining a loan of any kind, so it helps to clearly explain basic loan terminology to ensure that a borrower understands the process and knows who holds his/her loan. For instance, define terms such as *loan servicer*, the use of contractors to service the loan, and the process of selling loans to other lenders or to *secondary markets*. (A loan servicer is a corporation that administers and collects loan payments for the loan holder. A secondary market is a lender or a private or public agency that specializes in buying student loans.)

- ***Review repayment options.*** Explain that the exact repayment schedule will not be provided until loan repayment begins. Tell the student that certain fees (the origination fee and, for FFEL, an insurance fee) will be subtracted from the loan amount before the loan is disbursed but that repayment of the full loan amount is required. Review the availability of different repayment plans (standard, extended, graduated, income-sensitive/contingent), as well as loan consolidation. Stress that a borrower must make payments on his or her loans even if the borrower does not receive a payment booklet or a billing notice.

- ***Discuss how to manage expenses (budgeting).*** It would also be helpful to include general information for the student about budgeting of living expenses and personal financial management. Financial planning includes decisions by the borrower about the amount of student aid that he or she can afford to borrow. Budgeting information can be combined with an assessment of the student's earning potential in his or her chosen career, and with required information about anticipated monthly payments and overall indebtedness.

- ***Reinforce the importance of communicating change of status, etc. to the lender.*** The counseling should stress the student's obligation to keep the lender (or the Direct Loan Servicing Center) informed about address changes, or changes in enrollment. (Failure to tell the lender about their responsibility to notify the lender or the DLSC is one of the most common reasons why a loan goes into default.) The borrower should always know the most current name and address of the lender, the loan servicer, and the guarantor of the loan.

 The student is required to inform the lender when he or she graduates, changes schools, drops below half time, or withdraws from school. The borrower also must tell the DLSC or the lender if his/her address changes (including changes in the permanent address while in school). The student should also be reminded of the importance of notifying the holder of the loan in the event of a name change (including the change of a last name through marriage) or a change in Social Security Number.

- ***Review deferments, forbearance, etc.*** The borrower should have a general understanding of the deferment, forbearance, and cancellation options, and how to apply for them. The counseling should stress that the borrower needs to contact the lender or DLSC if he or she is having difficulty in repaying the loan, as the lender or DLSC may be able to suggest options that would keep the loan out of default. Inform borrowers that information about deferments and forbearance is contained in their promissory notes.

Deferment, forbearance and cancellation options for the Direct Loan program are available at

http://www.ed.gov/offices/OSFAP/DirectLoan/index.html

For the FFEL program, lenders and guarantors provide participating schools with counseling materials.

In addition, general FFEL loan information can also be found on our Web site for students:

http://studentaid.ed.gov

You can find the Direct Loan Borrower's Rights and Responsibilities at

http://www.ed.gov/offices/OSFAP/DirectLoan/mpn.html

You can find the FFEL Borrower's Rights and Responsibilities with the FFEL MPN at

http://www.ifap.ed.gov/dpcletters/GEN0207.html

- ***Review Borrower's Rights and Responsibilities.*** The student must receive a statement of Borrower's Rights and Responsibilities with the MPN. This may be provided by the Direct Loan Program or the FFEL lender, but it's a good idea to review the information on the statement with the borrower to make sure that he or she is familiar with that information.

- ***Remind borrowers of the refund and other policies affecting withdrawals.*** The borrower should be aware of the school's academic progress policy and refund policy, and how the return of FSA funds will affect loan repayment.

- ***Reinforce the importance of keeping loan records.*** This would be a good time, if your school has the resources, to provide a student with a folder or other aids to encourage him or her to keep all financial aid materials in one place. The student should keep copies of all records relating to the loan, beginning with the Master Promissory Note and notices showing when the student received loan payments or his/her account was credited. The student should keep the loan repayment schedule provided by the lender or DLSC when repayment begins, as well as records of loan payments—including canceled checks and money order receipts. The student should keep copies of any requests for deferment or forbearance, or any other correspondence with the loan holder or DLSC.

- ***Reminder about exit counseling.*** Because many students leave school before the scheduled end of their academic programs, it's helpful to remind students during entrance counseling that they are obligated to attend exit counseling before they cease to be enrolled **at least half time.**

Exit counseling

Your school must ensure that students receive exit counseling before they leave school. Counseling may be provided in person, (individually or in groups), or using audiovisual materials. As with entrance counseling, exit counseling is offered on the Web by many guarantors, lenders, and by the Direct Loan Program.

Student borrowers should be advised to complete online exit counseling or sign up for a counseling session (if offered at your school) shortly before graduating or ceasing at least half-time enrollment. As with entrance counseling, knowledgeable financial aid staff at the school must be reasonably available to answer questions from student borrowers. One of a borrower's obligations is to participate in an exit counseling session.

Exit counseling requirements cites

DL—34 CFR 685.304(b);
FFEL—34 CFR 682.604(g)

Exit counseling for correspondence and study abroad students

As an alternative for correspondence programs, or study abroad programs that are approved by the U.S. school for credit, you may send the borrower written counseling materials within 30 days after the borrower completes the program, with a request that the borrower provide the contact and personal information that would ordinarily have been collected through the counseling process.

Staying in touch with the Direct Loan Servicer

If they keep their PIN numbers handy, Direct Loan borrowers can manage their loans online by going to:

http://www.dlssonline.com/index.asp

to check account balances, change address, estimate repayments, or print out forms (deferment, forbearance, electronic debit account).

Required elements of exit counseling

Some of the material presented at the entrance counseling session will again be presented during exit counseling. The emphasis for exit counseling shifts, however, to more specific information about loan repayment and debt-management strategies. The following information must be provided as a part of exit counseling:

- ***Review information from entrance counseling.*** Several topics that were covered in entrance counseling must be reviewed during exit counseling: the consequences of default and the importance of the repayment obligation, the use of the Master Promissory Note, and the obligation to repay the loan even if the borrower drops out, doesn't get a job, or is otherwise dissatisfied with the quality of the school's educational programs and services.

- ***Provide an average anticipated monthly repayment amount.*** The borrower must be given an estimate of the average anticipated monthly payments based on his/her indebtedness (or on the average indebtedness of Stafford borrowers at your school, or in the same program at your school). We recommend giving the borrower a sample *loan repayment schedule* based on his/her total indebtedness. A loan repayment schedule usually will provide more information than just the expected monthly payment. For instance, it would show the varying monthly amounts expected in a graduated repayment plan.

 Note that the lending organization is not required to send the repayment schedule to the borrower until the grace period. Direct Loan borrowers who use the Online Exit Counseling Session (www.dlservicer.ed.gov) can view repayment schedules based on their account balances (using their PIN numbers), select a repayment plan, and update demographic data.

Pros and Cons of Consolidation

A Consolidation Loan can lower the borrower's total monthly repayment and simplify loan repayment. Because the repayment period for the Consolidation Loan is often longer than for most Stafford Loans, the monthly payments may be lower. (On the other hand, the total interest that is paid over the longer repayment period is usually greater.) If the borrower has more than one loan, a Consolidation Loan simplifies repayment because there's only one lender and one monthly payment. Consolidation may also be an option for a borrower in default, if certain conditions are met.

The borrower should also be aware that some deferments and other benefits available with his/her current loans (especially Perkins) may be lost through consolidation.

FSA Ombudsman Office

Toll-free: 1-877-557-2575

http://fsahelp.ed.gov

U.S. Department of Education
FSA Ombudsman
830 First Street, NE
Fourth Floor
Washington, DC 20202

fax: 202-275-0549

In Direct Loans, a school may request that the Servicing Center send the repayment schedule information to the financial aid office 30, 60, or 90 days before the student completes the program. If the school chooses this option, it accepts the obligation to deliver this repayment information to the borrower either in the exit counseling session or by mailing it to the borrower.

- ***Review repayment options.*** The counseling must review the options for loan repayment, such as the standard, extended, graduated, and income-contingent/income-sensitive plans. The option of consolidating loans must also be discussed.

 Both the Direct Loan Program and the FFEL Program offer Consolidation Loans. Direct Consolidation Loans are available from the U.S. Department of Education. FFEL Consolidation Loans are available from participating lenders such as banks, credit unions, and savings and loan associations.

- ***Discuss debt management strategies.*** A counselor should stress the importance of developing a realistic budget based on the student's minimum salary requirements. It's helpful to have the student compare these costs with the estimated monthly loan payments, and to emphasize that the loan payment is a fixed cost, like rent or utilities.

- ***Review forbearance, deferment, and cancellation options.*** The counseling should reinforce the availability of forbearance, deferment, and cancellation for certain situations, and emphasize that in most cases the borrower must start the process by applying to the lender or the DLSC.

- ***Tell the student about the availability of loan information on NSLDS and the availability of the FSA Ombudsman's office.*** The borrower's loan history can be viewed online at the Web site for the National Student Loan Data System (PIN required for access). Students without Internet access can identify their loan holder by calling **1-800-4-FED-AID.**

 However, the borrower should be aware that the information on the NSLDS site is updated by lenders and guarantors and may not be as current as the latest information from those loan holders.

 The Ombudsman's office is a resource for borrowers when other approaches to resolving student loan problems have failed. Borrowers should first attempt to resolve complaints by contacting the school, company, agency, or office involved. If the borrower has made a reasonable effort to resolve the problem through normal processes and has not been successful, he or she should contact the FSA Ombudsman.

- ***Ensure that borrowers understand their rights and responsibilities*** (see the discussion under Entrance counseling earlier in this chapter).

- ***Collect and update personal and contact information.*** During exit counseling, an aid officer must obtain the borrower's expected permanent address after leaving school, the address of the borrower's next of kin, and the name and address of the borrower's expected employer (if known). A school must correct its records to reflect any changes in a borrower's name, address, Social Security Number, or references, and it must obtain the borrower's current driver's license number and state of issuance. Within 60 days after the exit interview, the financial aid office must provide this information to the guarantor (indicated in the borrower's student aid records), or the Direct Loan Servicing Center.

Borrower's Rights and Responsibilities at a Direct Loan School

In the Exit Counseling report accessed by the school, a borrower might have a "paper "or an "electronic" submission recorded for the rights and responsibilities information. A paper submission is recorded when the borrower opts to print the checklist. Note that it remains the responsibility of the school to collect that information. However, if the report reflects an electronic submission, all of the necessary information was provided by the borrower during the online session.

Further recommendations for exit counseling

It's a good idea to provide the student with the current name and address of the borrower's lender(s), based on the latest information that your school has. The counseling presentation might also explain to the student how to complete deferment forms and prepare correspondence to the lender. **Emphasize that borrowers should always keep copies of all correspondence from and to them about their loans.** Stress that a borrower must make payments on his or her loans even if the borrower does not receive a payment booklet or a billing notice.

Providing borrower information at separation

The personal and contact information collected at the time of exit counseling must be provided to the guaranty agency or Direct Loan Servicing Center within 60 days. A student authorizes his or her school to release information to lenders as part of the promissory note the student signs as part of the loan application process. No further permission is needed.

Providing borrower information

A Direct Loan School should mail updated borrower information to

U.S. Department of Education
PO Box 5609
Greenville, TX 75403-5609

Exit counseling follow up

If the student borrower drops out without notifying your school, you must confirm that the student has completed online counseling, or mail exit counseling material to the borrower at his or her last known address. The material must be mailed within 30 days of your learning that a borrower has withdrawn or failed to participate in an exit counseling session.

If you're mailing these exit materials, you're not required to use certified mail with a return receipt requested, but you must document in the student's file that the materials were sent. If the student fails to provide the updated contact information, you are not required to take any further action.

Checking completion of online exit counseling

Direct Loan schools can use the program's Web site to confirm which of their students have completed online exit counseling:

http://www.dlssonline.com/index.asp

Similar online counseling services are provided by guarantors in the FFEL program.

Entrance Counseling

Required Elements:

Reinforce importance of repayment

Describe consequences of default

Explain use of the Master Promissory Note

Stress that repayment is required regardless of educational outcome and subsequent employability

Provide sample monthly repayment amounts for different amounts of debt, or for average debt of Stafford borrowers in same year at school or in same program

Other Suggestions for Counseling:

Review the availability of state grant aid

Review terms and conditions of the loan

Review repayment options

Discuss how to manage expenses (budgeting) while in school

Reinforce importance of communicating change of status, etc., with the lender

Review deferment, forbearance, cancellation options and procedures

Review Borrower's Rights and Responsibilities

Review refund and other policies affecting withdrawals from school

Reinforce importance of keeping loan records

Remind student of exit counseling requirement

Exit Counseling

Required Elements:

Review these four elements from entrance counseling

Provide an average anticipated monthly repayment amount, based on borrower's indebtedness or for average debt of Stafford borrowers in same year at school or in same program

Review repayment options (standard repayment, extended, graduated, income-sensitive/ contingent) and consolidation

Discuss debt management strategies that would facilitate repayment

Review forbearance, deferment, and cancellation options and procedures

Tell the student about the availability of loan information through the NSLDS Web site, and the availability of the FSA Student Loan Ombudsman's Office

Collect driver's license number and state of issuance, expected permanent address, address of next of kin, and name and address of employer (if known), and update any changes to student's personal information (name, social security number, etc.)

Other suggestions for counseling:

Provide student with contact information for lender(s) and reinforce importance of communicating change of status, etc., with the lender

Remind borrowers to keep copies of all correspondence about their loans

DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION

Drug and alcohol prevention cite
34 CFR 668.14(c)

A school that participates in the Campus-Based programs must provide information under the Drug-Free Workplace Act of 1988 (Public Law 101-690), including a notice to its employees of unlawful activities and the actions the school will take against an employee who violates these prohibitions. In addition, the Drug-Free Schools and Communities Act (Public Law 101-226) requires a school that participates in any FSA program to provide information to its students, faculty, and employees to prevent drug and alcohol abuse.

Information to be included in drug prevention materials

A school must provide the following in its materials:

- information on preventing drug and alcohol abuse;
- standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school's property, or as part of the school's activities;
- a description of the sanctions under local, state, and federal law for unlawful possession, use, or distribution of illicit drugs and alcohol;
- a description of any drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees;
- a description of the health risks associated with the use of illicit drugs and alcohol; and
- a clear statement that the school will impose sanctions on students and employees for violations of the standards of conduct (consistent with local, state, and federal law) and a description of these sanctions, up to and including expulsion, termination of employment, and referral for prosecution.

Distribution of materials to all students and employees

The school may include this information in publications such as student or employee handbooks, provided that these publications are distributed to each student and employee. Merely making drug prevention materials available to those who wish to take them is not sufficient. The school must use a method that will reach every student and employee, such as the method used to distribute grade reports or paychecks. The school must distribute these materials annually. If new students enroll or new employees are hired after the initial distribution for the year, the school must make sure that they also receive the materials. (For more information on anti-drug abuse requirements, see chapter 3.)

MISREPRESENTATION

Misrepresentation cite
34 CFR Subpart F
34 CFR 668.71

Under the General Provisions regulations the Department may fine, limit, suspend, or terminate the participation of any school that substantially misrepresents the nature of its educational program, its financial charges, or the employability of its graduates.

Definition of misrepresentation

Prospective student
Any individual who has contacted an eligible institution for the purpose of requesting information about enrolling at the institution or who has been contacted directly by the institution or indirectly through general advertising about enrolling at the institution.

Misrepresentation is any false, erroneous, or misleading statement made to a student or prospective student, to the family of an enrolled or prospective student, or to the Department. This includes disseminating testimonials and endorsements given under duress.

Substantial Misrepresentation is any misrepresentation on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to that person's detriment.

Misrepresentation of the educational program includes, among other things, false or misleading statements about the school's accreditation or the school's size, location, facilities, or equipment. Misrepresentation of financial charges includes, among other things, false or misleading statements about scholarships provided for the purpose of paying school charges. To be considered a scholarship, a grant must actually be used to reduce tuition charges made known to the student before the scholarship was offered to the student. (The tuition charges must be charges that are applied to all students whether or not they are receiving a scholarship.) It is also considered misrepresentation if the school gives false or misleading information as to whether a particular charge is a customary charge for that course at the school.

Misrepresentation includes making any false or misleading statements about the employability of the school's graduates.

The regulatory provisions concerning misrepresentation are given in detail below.

Nature of educational program

Misrepresenting educational program cite
34 CFR 668.72

Misrepresentation by a school of the nature of its educational program includes, but is not limited to, false, erroneous, or misleading statements concerning:

- the particular types, specific sources, nature, and extent of its accreditation;
- whether a student may transfer course credits earned at the school to any other school;
- whether successful completion of a course of instruction qualifies a student for acceptance into a labor union or similar organization or receipt of a local, state, or federal license or a nongovernment certification required as a precondition for employment or to perform certain functions;
- whether its courses are recommended by vocational counselors, high schools, or employment agencies, or by governmental officials for government employment;
- its size, location, facilities, or equipment;
- the availability, frequency, and appropriateness of its courses and programs to the employment objectives that it states its programs are designed to meet;
- the nature, age, and availability of its training devices or equipment and their appropriateness to the employment objectives that it states its programs and courses are designed to meet;
- the number, availability, and qualifications, including the training and experience, of its faculty and other personnel;
- the availability of part-time employment or other forms of financial assistance;
- the nature and availability of any tutorial or specialized instruction, guidance and counseling, or other supplementary assistance it will provide its students before, during, or after the completion of a course;
- the nature and extent of any prerequisites established for enrollment in any course; or
- any matters required to be disclosed to prospective students under 34 CFR 668.43 (institutional information) and 34 CFR 668.46 (campus security information).

Nature of financial charges

Misrepresenting financial charges cite
34 CFR 668.73

Misrepresentation by a school of the nature of its financial charges includes, but is not limited to, false, erroneous, or misleading statements concerning –

- offers of scholarships to pay all or part of a course charge, unless a scholarship is actually used to reduce tuition charges that are applied to all students whether or not receiving a scholarship and are made known to the student in advance; or
- whether a particular charge is the customary charge at the school for a course.

Employability of graduates

Employability of graduates cite
34 CFR 668.74

Misrepresentation by a school regarding the employability of its graduates includes, but is not limited to, false, erroneous, or misleading statements

- that the school is connected with any organization or is an employment agency or other agency providing authorized training leading directly to employment;
- that the school maintains a placement service for graduates or will otherwise secure or assist its graduates to obtain employment, unless it provides the student with a clear and accurate description of the extent and nature of this service or assistance; or
- concerning government job market statistics in relation to the potential placement of its graduates.

CAMPUS SECURITY

General information

Campus security cite
Sec. 485(f) of the HEA
34 CFR 668.46

The Department of Education is committed to assisting schools in providing a safe environment for students to learn and staff to work, and in keeping parents and students well informed about campus security. The department encourages schools to use the resources available on the following Web sites in making their campuses safer.

Department of Justice Violence Against Women Office

www.ojp.usdoj.gov/vawo/

Department of Education World Wide Web site on campus safety

www.ed.gov/admins/lead/safety/campus.html

Department of Education Web Site for Financial Aid Professionals (for further information on regulations and policies related to campus security)

http://ifap.ed.gov/IFAPWebApp/index.jsp

Higher Education Center for Alcohol and other Drug Abuse and Violence Prevention World Wide Web site

www.edc.org/hec/

The Department is strongly committed to enforcing the provisions of the Campus Security/Cleary Act of 1990 requiring a school to compile and distribute an annual campus security report.

In its continuing effort to assist schools in fully complying with the Crime Awareness and Security Act of 1990, the Department has developed a The Handbook for Campus Crime Reporting. The handbook is available at

http://www.ed.gov/admins/lead/safety/campus.html

Distribution of the Campus Crime Report

Distribution cite
34 CFR 668.41(e)

By October 1 of each year, a school must publish and distribute its annual campus security report.

Annual submission cite
34 CFR 668.41(e)(5)

It must be distributed to all **enrolled students and current employees** directly by publications and mailings, including – direct mailing to each individual through the U.S. Postal Service, campus mail, or electronic mail.

Schools are required to submit a web-based statistical report to ED on an annual basis. The survey data is collected through the Department's Campus Crime and Security Web site

surveys.ope.ed.gov/security

Important - Do not send your annual security report to ED.

The use of an electronic format eliminates mailing and processing paper questionnaires, significantly reduces the reporting burden, and improves the timeliness of the data from institutions.

If the school chooses to fulfill this requirement by posting the crime report on an Internet or Intranet Web site, an **individual notice must be distributed to each student and current employee** that includes:

- a statement of the report's availability,
- a list and brief description of the information contained in the report,
- the exact electronic address (URL) of the Internet or Intranet Web site at which the report is posted, and
- a statement saying the school will provide a paper copy upon request.

Upon request, a school must provide its annual campus security report to a prospective student or prospective employee. In order to ensure that a prospective student or employee can request the report, the school must provide them with notice of the report's availability. The notice must include a brief description of the report. If a student requests it, the school must provide a hard copy of the report.

Definition of campus

Institutions must meet the campus security report requirements **individually for each separate *campus***. Institutions must provide crime statistics for three discrete categories: campus, non-campus buildings or property, and public property.

Campus means –

- any building or property (including residence halls) owned or controlled by a school within the same reasonably contiguous geographic area and used by the school in direct support of or in a manner related to its educational purposes.
- property within the same reasonably contiguous area that is owned by the school but controlled by another person, frequently used by students, and supports the school's purposes (such as a food or other retail vendor).

Non-campus building or property means –

- any building or property owned or controlled by a student organization officially recognized by the school; and
- any building or property (other than a branch campus) owned or controlled by the school, that is **not** within the same reasonable contiguous area, is used in direct support of or in relation to the school's educational purpose, and is frequently used by the students.

Definition of a campus cite
34 CFR 668.46(a)

Third-party housing
Whether the rent is paid to the third party by the school on behalf of the student or directly by the student, a student housing facility owned by a third party that has a contract with a school to provide housing for the institution's students is considered "under the control" of the school.

Public property means all public property including thoroughfares, streets, sidewalks, and parking facilities that is within the same campus or immediately adjacent to and accessible from the campus. This would not include, for example, highways that are adjacent to the campus, but that are separated from the campus by a fence or other man-made barrier.

A school may use a map to visually illustrate the areas included in the definition of its campus.

Timely warning

Timely warning cite
34 CFR 668.46(e)

In addition to the required annual campus security report, schools are required to provide a timely warning to the campus community of any occurrences of the following crimes that are reported to campus security authorities or local police agencies and are considered to represent a serious or continuing threat to students and employees. These crimes are –

- criminal homicide including, (a) murder and nonnegligent manslaughter, and (b) negligent manslaughter;
- forcible and nonforcible sex offenses;
- robbery;
- aggravated assault;
- burglary;
- motor vehicle theft; and
- arson;
- separately by category of prejudice, each crime listed above and any other crime involving bodily injury reported to local police agencies or to a campus security authority that shows evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity, or disability;
- arrests for violations of liquor and drug law violations, and illegal weapons possession; and
- persons not arrested but referred for campus disciplinary action for liquor, drug, and weapons law violations.

A school is not required to provide timely warning with respect to crimes reported to a pastoral or professional counselor as these positions are defined under 34 CFR 668.46(a), and discussed later in this chapter.

Note: A school must also include statistical and policy information related to these same crimes in its campus security report; see the discussion on *Campus Security* earlier in this chapter.

Campus security authority cite
34 CFR 668.46(a)

Complaints against schools
When a complaint is filed against a school alleging noncompliance with the campus security regulations, the Department will assess the complaint and determine the appropriate response.
Information about submitting reports of noncompliance is available at

www.ed.gov/admins/lead/safety/campus.html

Technical assistance to schools in administering the campus security regulations is available from the Department's Customer Support Branch at 1-800-433-7327.

Campus security authority

The following are campus security authorities –

1. a campus police or security department;
2. any individual or individuals who have responsibility for campus security but who do not constitute a campus security or police department, such as an individual who is responsible for monitoring entrance into school property (e.g., an access monitor);
3. an individual or organization specified in a school's campus security statement as the individual or organization to which students and employees should report criminal offenses; and
4. an official of a school who has significant responsibility for student and campus activities including, but not limited to, student housing, student discipline, and campus judicial proceedings.

 The definition of campus security authority includes others in addition to those individuals working for the school's campus security office or expressly performing a campus security function at the school's request. An official who has significant responsibility for student and campus activities is a campus security authority. For example, a dean of students who oversees student housing, a student center, or student extracurricular activities, has significant responsibility for student and campus activities. Similarly, a director of athletics, team coach, and faculty advisor to a student group also have significant responsibility for student and campus activities.

Professional and pastoral counselors excluded from reporting requirements

The act of reporting a statistic is not likely to identify a victim. However, the need to verify the occurrence of a crime and the need for additional information about a crime to avoid double counting can lead to the identification of the victim. Therefore, in order to ensure that victims have access to confidential counseling, professional and pastoral counselors, as defined in the regulations are **not** required to report crimes discussed with them in their roles as counselors when they are functioning within the scope of their license or certification. Other confidential reporting options are encouraged to obtain statistical data without infringing on an individual's expectation of confidentiality.

A *pastoral counselor* is a person who is associated with a religious order or denomination, who is recognized by that religious order or denomination as someone who provides confidential counseling, and is functioning within the scope of that recognition as a pastoral counselor.

A *professional counselor* is a person whose official responsibilities include providing mental health counseling to members of the school's community and who is functioning within the scope of his or her license or certification.

Daily crime log

Schools that maintain a campus police or security department must make, keep, and maintain daily logs of any crime reported to the campus police or security department, and any crime that occurs on campus, in a noncampus building or property, or public property (as defined by regulations) within the patrol jurisdiction of the campus police or security department. The logs must be written in a manner that is easily understood.

Note: Crime log entries include all crimes reported to the campus police or security department, not just Clery Act crimes.

Crime log cite
34 CFR 668.46(f)

Crime log vs. Annual Security Report
The crime log contains records only of incidents reported to the campus police or security department. The annual security report contains records of incidents reported to any campus security authority — a much broader designation.

For each crime, the school must record the date it was reported, the nature, date, time, and general location, and the disposition of the complaint, if known. Except where prohibited by law or when disclosure would jeopardize the confidentiality of the victim, the logs must be made public. Schools are required to update logs with new information when available, but no later than two business days after the information is received, unless the disclosure is prohibited by law or would jeopardize the confidentiality of the victim. The school must disclose any information withheld once the adverse effect is no longer likely to occur.

Often time passes between when a crime is committed and when it is discovered, making the date of occurrence unknown or uncertain. In addition, for statistical purposes, the FBI collects crime data based on when crimes are reported to the police. Therefore, **a school must report crime data based on when the crime was reported to campus police or security authorities**.

The school must make the crime log for the most recent 60-day period open to public inspection during normal business hours. The school must make any portion of the log older than 60 days available within two business days of a request for public inspection.

A school may withhold information if (and as long as) the release of the information would jeopardize an ongoing criminal investigation or the safety of an individual, cause a suspect to evade detection, or result in the destruction of evidence. A school may withhold only the information that would cause the aforementioned adverse effects.

The annual security report

The annual security report, due October 1, must contain the required crime statistics for the three calendar years preceding the year in which the report is disclosed. The crime report due October 1, 2005, must include statistics for the 2002, 2003, and 2004 calendar years. Schools must retain records used to create their campus security reports for three years after the due date of the report. Therefore, schools must maintain the information (data from 2002, 2003, and 2004) used in compiling the 2005 report, and make the report available through September 30, 2008. Crimes must be reported for the calendar year in which the crime was reported to a campus security authority rather than the year in which the crime occurred.

Policies and procedures for reporting crimes

Security report cite
34 CFR 668.46(b)

The annual security report provides information regarding campus security policies and campus crime statistics. With limited exceptions, the campus security requirements do not prescribe policies and procedures for schools to follow. Rather, schools are required to make disclosures concerning the policies and procedures implemented by the school.

All schools must compile the required crime statistics in accordance with the definitions used in the Federal Bureau of Investigation's Uniform Crime Reporting (UCR) system, Hate Crime Data Collection Guidelines and the Training Guide for Hate Crime Collection. For further guidance concerning the application of definitions and classification of crimes a school must use either the *UCR Reporting Handbook* or the *UCR Reporting Handbook: NIBRS Edition* depending on the crime.

Copies of UCR publications are available from

FBI Communications Unit
1000 Custer Hollow Road
Clarksburg, WV 26306

telephone: (304) 625-2823

Except when determining how to report crimes committed in a multiple offense situation, a school must use the hierarchy rule found in the *UCR Reporting Handbook*. Schools are encouraged but not required to participate in the FBI's UCR program.

The statistics required in the annual security report may not include the identification of the victim or the person accused of committing the crime.

A school must make a reasonable, good faith effort to obtain the required statistics and may rely on the information supplied by a local or state police agency. A school making a good faith effort will not be held responsible for the failure of local and state police agencies to supply the required statistics.

The annual security report must include the following:

1. the required school crime statistics, including:
 a. criminal homicide, including (1) murder and nonnegligent manslaughter, and (2) negligent manslaughter;
 b. sex offenses, including (1) forcible sex offenses, and (2) nonforcible sex offenses;
 c. robbery;
 d. aggravated assault;
 e. burglary;
 f. motor vehicle theft;
 g. arson;
 h. separately by category of prejudice, each crime listed above and any other crime involving bodily injury reported to local police agencies or to a campus security authority that shows evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity, or disability;
 i. arrests for violations of liquor and drug law violations, and illegal weapons possession; and
 j. persons not arrested but referred for campus disciplinary action for liquor, drug, and weapons law violations.

 Schools must report crime statistics by means of separate categories:

 - on campuses (see *Definition of a campus*);

 Note: Crimes that occur in dormitories or other residential facilities for students are reported as a subset of crimes on campus and as a separate category.
 - in or on a noncampus building or property;
 - on public property; and
 - dormitories or other residential facilities for students on campus.

The category of manslaughter

The category of manslaughter, broken into two subcategories, nonnegligent and negligent manslaughter. "Murder and nonnegligent manslaughter" is the willful (nonnegligent) killing of one human being by another. "Manslaughter by negligence" is the killing of another person through gross negligence. Collectively the two categories are referred to as "criminal homicide" consistent with the FBI's definitions.

Arson defined

"Arson" is any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling, house, public building, motor vehicle or aircraft, personal property of another, etc.

Liquor law, drug, and weapons violations

The period for which liquor law, drug law and weapons possession violations must be reported has changed from the most recent year to the most recent three years. In addition, the school must disclose not only the number of arrests for these crimes but also the unduplicated number of persons who were referred for campus disciplinary action for these activities.

Institutions should not include students referred for campus disciplinary action for alcohol, drug, and weapons possession unless those violations were also violations of law. For example, if a student of legal drinking age in the state where the school is located violates the institution's dry campus policy and is referred for disciplinary action, that statistic should not be included in the institution's crime statistics. If a student was both arrested and referred for campus disciplinary action for the same violation, the new regulations require that the school report the statistic only under arrests.

2. a statement of current campus policies regarding procedures for reporting crimes and other emergencies occurring on campus and the policies for the school's response to these reports, including:

 a. policies for making timely reports of the above described crimes to members of the campus community;

 b. policies for preparing the annual disclosure of crime statistics; and

 c. a list of the titles of each person or organization to whom the criminal offenses described above should be reported for the purpose of making timely warning reports and the annual statistical disclosure.

 This statement must also describe any school policies or procedures that allow voluntary or confidential reports made by victims or witnesses to be included in the annual disclosure of crime statistics.

3. a statement of the school's policies concerning the security of, and access to, all campus facilities, including residences, and security considerations used in the maintenance of campus facilities,

4. a statement of the school's policies concerning campus law enforcement, including

 a. the enforcement authority of campus security personnel, their working relationship with state and local police and other law enforcement agencies, and whether the security personnel have the authority to arrest individuals; and

 b. policies that encourage accurate and prompt reporting of crimes to campus police and the appropriate police agencies; and

 c. procedures that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform their clients of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

5. descriptions of the type and frequency of programs that

 a. inform students and employees about campus security procedures and practices; and

 b. encourage students and employees to be responsible for their own security and the security of others.

6. a description of school crime prevention programs;

7. a statement of the policies concerning the monitoring and recording (through local police agencies) of criminal activity at off-campus locations of student organizations officially recognized by the school, including student organizations with off-campus housing facilities (see the *Definition of a campus*);
8. the policies concerning the possession, use, and sale of alcoholic beverages, including the enforcement of state underage drinking laws;
9. a statement of school policies concerning the possession, use, and sale of illegal drugs including the enforcement of state and federal drug laws;
10. a description of the drug and alcohol-abuse education programs available to students and employees, as required under section 120(a) through (d) of the Higher Education Act;
11. a statement of the sexual assault prevention programs available and the procedures to be followed when a sex offense occurs, including:
 a. a description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and nonforcible sex offenses;
 b. procedures a student should follow if a sex offense occurs (whom to contact, how to contact them, the importance of preserving evidence for proof of a criminal offense, and to whom to report);
 c. options for the notification of local law enforcement officials (including on-campus and local police) and a statement that school personnel will assist the student in notifying these authorities, if requested by the student;
 d. availability of on- and off-campus counseling, mental health, or other student services for victims of sex offenses;
 e. notice to students that the school will change a victim's academic and living situations after the alleged sex offense and of the options for changes, if changes are requested by the victim and are reasonably available;
 f. procedures for campus disciplinary actions in cases of an alleged sex offense, including a clear statement that both the accuser and the accused
 - are entitled to the same opportunities to have others present during a disciplinary proceeding;

- will be informed of the school's final determination of any school disciplinary proceeding with respect to the alleged sex offense and any sanction that is imposed against the accused;

g. sanctions the school may impose following a final determination of a school disciplinary proceeding regarding rape, acquaintance rape, or other forcible or nonforcible sex offenses; and

h. a statement advising the campus community where to find law enforcement agency information concerning registered sex offenders who might be present on campus.

CAMPUS SECURITY AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) do not prohibit a school from complying with the campus security regulations. First, FERPA does not generally prohibit the disclosure of statistical, non-personally identifiable information. Second, as a matter of law, FERPA does not preclude a school's compliance with the timely warning requirement. The Department has concluded that as a later enacted, more specific statute, the Campus Security/Clery Act takes precedence over FERPA's requirements against the release of personally identifiable information from a student's education record. Thus, institutions may make a timely warning report to the campus community on criminal activity, and even if the school discloses the identity of an individual, the school has not violated the requirements of FERPA.

Records created and maintained by a campus law enforcement unit for a law enforcement purpose are not education records and may be disclosed without a student's consent. In contrast, records of a disciplinary action or proceeding, even if maintained by a campus law enforcement unit, are considered education records of a student, and cannot be made available to the public without the consent of the student or under one of the exceptions to FERPA's general prior consent rule.

FERPA does allow a postsecondary school to disclose the ***final results*** of disciplinary proceedings under the following circumstances:

- **to anyone,** if the violation was a crime of violence or a nonforcible sexual offense, and the school concludes that **a violation of the institution's rules or policies did occur**; and
- **to a victim** of a crime of violence or a nonforcible sexual offense, when the proceedings were in reference to that crime, the school may disclose the results of the proceedings, **regardless of whether the school concluded that a violation was committed**.

The offenses to which this permissible disclosure applies are listed in the FERPA regulations (34 CFR 99.39).

A school is not relieved of compliance with the reporting requirements of the campus security regulations when the school refers a matter to a disciplinary committee, rather than to the school's law enforcement unit or directly to the local authorities.

A school cannot require a student to execute a non-disclosure agreement as a precondition to accessing judicial proceeding outcomes and sanction information under the Clery Act.

Important

FERPA cites

Public Law 107-56; 115 Stat. 272
20 U.S.C. 1232g(a)(4)(A)(i) and (ii)

Disclosure

34 CFR 99.31 (a)(13) and (14)

FERPA Information

For additional guidance on provisions of FERPA contact the Family Policy Compliance Office (FPCO) at

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

(202) 260-3887 – Telephone
(202) 260-9001 – Fax
FERPA@ED.Gov. – E-mail

The Web site address is
www.ed.gov/policy/gen/guid/fpco/index.html

Disciplinary actions cite
34 CFR 99.3

Disciplinary action or proceeding

The investigation, adjudication, or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of the internal rules of conduct applicable to students of the agency or institution.

Law enforcement unit cite
34 CFR 99.8

Law enforcement unit

Any individual, office, department, division, or other component of an educational agency or institution, such as a unit of commissioned police officers or noncommissioned security guards, that is officially authorized or designated by that agency or institution to

- enforce any local, state, or federal law, or refer to appropriate authorities a matter for enforcement of any local, state, or federal law against any individual or organization other than the agency or institution itself, or

- maintain the physical security and safety of the agency or institution.

School Disclosure Requirements

Who Receives the Information	What They Receive	How It Must Be Provided	When It Must Be Provided
Currently enrolled students and current employees	The institution's annual campus security report in its entirety (pursuant to 668.46)	Through publications, mailings, or electronic media sent directly to individuals. If a school chooses to post its annual security report to a Web site it must send each individual a notice through U.S. mail, campus mail, or directly to an e-mail address that 1. provides a brief summary of the information required to be disclosed; 2. provides the inter- or intra-net Web site address where the information can be found; 3. states that, upon request, the individual is entitled to a paper copy; and 4. informs the individual how to request a paper copy.	The school must prepare and make available its security report annually by October 1.
Currently enrolled students	Notice about the availability of the following — 1. information on financial assistance available to students enrolled in the school (pursuant to 34 CFR 668.42); 2. information on the school (pursuant to 34 CFR 668.43); 3. the institution's completion or graduation rate, and, if applicable, its transfer-out rate (pursuant to 34 CFR 668.45); 4. information about students' rights under FERPA (pursuant to 34 CFR 99.7); and 5. information about athletic program participation rates and financial support (EADA) (pursuant to 34 CFR 668.47). The notices must be sufficiently detailed to allow students to understand the nature of the disclosures and make an informed decision whether to request the full reports.	A school must provide **direct individual notice** to each person. A school may provide the required notice through direct mailing to each individual through the U.S. Postal Service, campus mail, or electronically directly to an E-mail address. The individual notice provided to enrolled students must 1. provide a brief summary of the information required to be disclosed; 2. provide the inter- or intra-net Web site address where the information can be found; 3. state that upon request the student is entitled to a paper copy; and 4. inform the student how to request a paper copy.	Annually, a school must provide notice to each enrolled student. Immediately, upon request, the school must provide the full reports. The school must prepare its completion or graduation rate, and, if applicable, its transfer-out rate report by July 1, immediately following the point in time at which the 150% point for the cohort has elapsed. Institutions must prepare and make available information about athletic program participation rates and financial support (EADA) by October 15. Information on the school and its financial assistance programs must be current.
The general public	A school that 1. participates in any Title IV, HEA program and 2. has an intercollegiate athletic program must provide a report on athletic program participation rates and financial support (EADA) (pursuant to 34 CFR 668.47).	Through appropriate publications, mailings, or electronic media.	Annually, for the preceding year, the school must prepare the report and make it available by October 15.

School Disclosure Requirements (CONTINUED)

Who Receives the Information	What They Receive	How It Must Be Provided	When It Must Be Provided
Prospective students	1. Information on financial assistance available to students enrolled in the school (pursuant to 34 CFR 668.42); 2. Information on the school (pursuant to 34 CFR 668.43); 3. Information about students' rights under FERPA. 4. Notice about the availability of the institution's annual campus security report (pursuant to 34 CFR 668.46). The notice must include: a. a list of the information in the report; b. brief descriptions of the required disclosures that are sufficient to allow students to understand the nature of the disclosures and make an informed decision whether to request the full report; (Please see the NPRM of 8/10/99 page 43583 for an example) and c. an opportunity to request a copy. 5. The institution's completion or graduation rate, and, if applicable, its transfer-out rate (pursuant to 34 CFR 668.45). 6. Information about athletic program participation rates and financial support (pursuant to 34 CFR 668.47).	Directly to prospective students through appropriate publications, mailings, or electronic media a school must provide individual notice of the availability of items 1 through 6. Upon request, institutions must provide their complete report on completion, graduation and, if applicable, transfer-out rates. Upon request, a school must provide a copy of its full annual security report to a prospective student. If provided electronically, notices and reports must be sent directly to an e-mail address.	**Prior** to a prospective student's enrolling or entering into any financial obligation with a school, the school must provide its report on completion, graduation, and transfer-out rates. Notice about the availability of the other reports should be included in the materials a school provides to prospective students. Immediately, upon request, the school must provide its security report on a direct, individual basis.
Prospective student athletes and their 1. parents, 2. high school coaches, & 3. guidance counselors	A school that is attended by students receiving athletically related student aid must produce a report on the completion and graduation rates of student athletes pursuant to 34 CFR 668.48.	The information must be provided **directly** to the respective parties. It may be provided in writing (on paper) or through electronic mail but **not** simply by posting it to a Web site. If the NCAA provides an institution's completion and graduation rates of student athletes to high school coaches and counselors, the school is deemed to be in compliance with that portion of this requirement.	The school must provide the report **at the time it makes an offer of athletically related student aid** to a prospective student athlete. Annually by July 1, institutions that are attended by students receiving athletically related student aid must produce the report and make it available.

School Disclosure Requirements (CONTINUED)

Who Receives the Information	What They Receive	How It Must Be Provided	When It Must Be Provided
Everyone who requests information about employment at the school.	A **notice** about the availability of the annual campus security report. The notice must include a list of the information from the institution's annual security report to which employees and prospective employees are entitled. The list must include brief descriptions of the required disclosures. The descriptions should be sufficient to allow employees and potential employees to understand the nature of the disclosures and make an informed decision whether to request the full report.	In response to an inquiry about employment, a school must provide **direct individual notice** to each prospective employee. A school may provide the required notice through direct mailing to each individual through the U.S. Postal Service, campus mail, or electronically directly to an e-mail address. If the school makes the information available by posting it to its Web site, then the notice provided must 1. identify the information required to be disclosed; 2. provide the inter- or intra-net address where the information can be found; 3. state that, upon request, individuals are entitled to a paper copy; and 4. inform individuals how to request a paper copy.	The school must prepare its report annually by October 1. Immediately, upon request, the school must provide the full report.
Faculty, students, and employees	Drug and alcohol prevention information pursuant to Public Law 101-226.	Schools must use a method that ensures that the information will reach every student, faculty member, and employee.	The school must ensure that students who enroll and employees who are hired after the initial distribution for the year, also receive the information.

HELP PREVENT FINANCIAL AID/ SCHOLARSHIP FRAUD

Every year, millions of high school graduates seek creative ways to finance the markedly rising costs of a college education. In the process, they sometimes fall prey to scholarship and financial aid scams. On November 5, 2000, Congress passed the College Scholarship Fraud Prevention Act of 2000 (CSFPA). This CSFPA enhances protection against fraud in student financial assistance by establishing stricter sentencing guidelines for criminal financial aid fraud. It also charged the Department, working in conjunction with the Federal Trade Commission (FTC), with implementing national awareness activities, including a scholarship fraud awareness site on the ED website.

You can help prevent financial aid/scholarship fraud by, in your consumer information, alerting students to the existence of financial aid fraud, informing students and their parents of telltale pitch lines used by fraud perpetrators, and by providing appropriate contact information.

According to the FTC, perpetrators of financial aid fraud often use these telltale lines –

- The scholarship is guaranteed or your money back.
- You can't get this information anywhere else.
- I just need your credit card or bank account number to hold this scholarship.
- We'll do all the work.
- The scholarship will cost some money.
- You've been selected by a 'national foundation' to receive a scholarship" or "You're a finalist," in a contest you never entered.

To file a complaint, or for free information, students or parents should call

1-877-FTC-HELP (1-877-382-4357)

or visit

http://www.ftc.gov/scholarshipscams

Written Agreements Between Schools

CHAPTER 7

Two or more schools may enter into a consortium or contractual agreement so that a student can continue to receive FSA funds while studying at a school or organization other than his or her "home" school. (The home school is the one that will grant the student's degree or certificate.) This chapter discusses the specific requirements for such agreements.

Under a consortium or contractual agreement (including those for study-abroad programs), the home school must give credit for courses taken at the other schools on the same basis (in terms of instructional time) as if it provided the training itself. The underlying assumption of such an agreement is that the home school has found the other school's or organization's academic standards to be equivalent to its own, and a completely acceptable substitute for its own instruction.

A home school may decline to give credit for courses in which a student earns a grade that is not acceptable at the home school even though the host school has a policy of accepting that grade for its resident students. In addition, even though grades received through consortium or contractual agreements do not have to be included in the calculation of the student's grade point average (GPA), they must be included when calculating the quantitative component (the percentage of credits earned vs. attempted) of a student's satisfactory academic progress (SAP).

If not written for an individual student or group of students, agreements between schools can go on indefinitely. These agreements do not have to be renewed unless the terms of the agreement change.

Arrangements between institutions cite
34 CFR 668.5

The FSA Assessment module
that can assist you in understanding and assessing in your compliance with the provisions of this chapter is "Institutional Eligibility," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentA.html

There are sections on consortia and contractual agreements.

DEFINITIONS

Consortium agreement — a written agreement between two or more eligible schools.

Contractual agreement — a written agreement between an eligible school and an ineligible school.

Home school — the school where the student is enrolled in a degree or certificate program.

Host school — the school where the student is taking part of his or her program requirements through either a consortium or contractual agreement.

Two plus two program — a partnership between a two-year and four-year school that facilitates a student's completing the last two years of the student's four-year degree.

CONSORTIUM AGREEMENT

Consortium agreement cite
34 CFR 668.5

A consortium agreement can apply to all FSA programs. Under a consortium agreement, students may take courses at a school other than the *home* school and have those courses count toward the degree or certificate at the home school. **A student can only receive FSA assistance for courses that are applicable to the student's certificate or degree program.**

Elements of a consortium agreement

A consortium agreement can be a blanket agreement between two or more eligible schools, or it can be written for a specific student. Such an agreement is often used when a student takes related courses at neighboring schools or when a student is enrolled in an exchange program with another eligible school for a term or more. A school could have –

- one agreement for each student;
- a separate agreement with each host school; or
- a blanket agreement with a group of schools.

In a consortium agreement there is no limit on the portion of the eligible program that may be provided by eligible schools other than the home school. Agreement contents can vary widely and will depend upon the interests of the schools involved and the accrediting or state agency standards. The Department does not dictate the format of the agreement (which can be executed by several different offices) or where the agreement is kept. However, the following information should be included in all agreements:

- the school that will grant the degree or certificate;
- the student's tuition, fees, and room and board costs at each school;
- the student's enrollment status at each school;
- the school that will be responsible for disbursing aid and monitoring student eligibility; and
- the procedures for calculating awards, disbursing aid, monitoring satisfactory progress and other student eligibility requirements, keeping records, and distributing FSA refunds.

Usually, the home school is responsible for disbursing funds, but if the student is enrolled for a full term or academic year at the host school, it may be easier for the host school to monitor the student's eligibility and make payments.

When there is a written arrangement between eligible institutions, any of the institutions participating in the written arrangement may make FSA calculations and disbursements without that school being considered a third-party servicer. This is true even if the student is not currently taking courses at the school that is calculating and disbursing the aid.

The school that disburses an FSA award is responsible for maintaining information on the student's eligibility, how the award was calculated, what money has been disbursed, and any other documentation associated with the award (even if some of that documentation comes from other schools). Moreover, the school paying the student must return FSA funds if required (for example, in refund/return or overpayment situations). For details on how agreements affect Federal Pell Grant calculations, see *Volume 3 – Calculating Awards and Packaging.*

CONTRACTUAL AGREEMENT

Provided the limitations in the following paragraphs are adhered to, an *eligible* institution may enter into a *contractual agreement* with an *ineligible school or organization* under which the ineligible school or organization provides part of the educational program of students enrolled at the eligible school.

Eligible institutions are prohibited from entering into contracts with ineligible schools or organizations if the ineligible school or organization –

- has had its eligibility to participate in the FSA programs terminated by the Department; or
- has voluntarily withdrawn from participation in the FSA programs under a termination, show-cause, suspension, or similar type proceeding initiated by the institution's state licensing agency, accrediting agency, guarantor, or by the Department.

Limitations on contractual agreements

Under a contractual agreement, the eligible school is always the home school. The home school performs all the aid processing and disbursement functions for its students attending the ineligible school or organization. The home school is responsible for maintaining all records necessary to document student eligibility and receipt of aid (see chapter 7).

For schools in a contractual agreement, there is a limit on the portion of the program that can be offered by the ineligible school. If both the home and ineligible schools are owned or controlled by the same individual, partnership, or corporation, no more than 25% of the educational program can be provided by the ineligible school. If the two schools are separately owned or controlled, the ineligible school can provide up to 50% of the educational program. However, in the case of separately owned schools, if the contracted portion is more than 25% of the program, the home school's accrediting agency or state agency (in the case of a public postsecondary vocational institution) must determine and confirm in writing that the agreement meets its standards for contracting out education services.

STUDY ABROAD OR DOMESTIC EXCHANGE PROGRAMS

Reminder

A study abroad program must be part of a written contractual or consortium agreement between two or more schools. The home school must be located in the United States. The study abroad program does not have to be a required part of the eligible program at the home school in order for the student to be eligible to receive FSA funds. However, the credits earned through the study abroad or exchange program must be acceptable toward graduation in the student's program by the home school.

Study abroad program configurations include:

1. A home school sends students to a study abroad program at an eligible or ineligible foreign (host) school. (The home school must have a consortium or contractual agreement with the foreign school.)
2. A home school allows a student to complete a portion of the student's program at an eligible host school in the United States and that host school offers a study abroad program in conjunction with either an eligible or ineligible foreign school.
 - The home and host schools in the United States must have a consortium agreement.
 - The host school in the United States must have a consortium or contractual agreement with the foreign school.
3. A home school has a written arrangement with a study abroad organization that represents one or more foreign institutions instead of a separate agreement directly with each foreign school that its students are attending.

Arrangements with a study abroad organization cite
34 CFR 668.5

For purposes of administering the FSA programs, the written agreement between the eligible institution and the study abroad organization must adequately describe the duties and responsibilities of each entity and meet the requirements of the regulations.

A variant of the study abroad program occurs when a home school sends faculty and students to a foreign site. This does not represent a consortium or contractual study abroad program. Rather, the foreign site is considered *an additional location* under 34 CFR 600.32.

When there is a written arrangement between eligible institutions, any of the institutions participating in the written arrangement may make FSA program calculations and disbursements without that institution being considered a third-party servicer. This is true even if the student is not taking courses at the institution that is calculating and disbursing the aid.

Students enrolled in study abroad programs with costs of attendance higher than those of the home school should have those costs reflected in the COA on which their aid is based. This may result in a student being eligible for additional Federal Student Aid, including a higher Pell award, not to exceed the Pell award maximum.

Students in approved study abroad programs are entitled to FSA

Eligibility of students in a study abroad program cite
34 CFR 668.39

Some eligible students have had problems receiving FSA program funds for study abroad or domestic-exchange programs, because neither the student's home school nor the school the student is temporarily attending considered the student enrolled in an eligible program of study. These circumstances have caused otherwise eligible students to be denied financial assistance at both schools.

The law states that a student participating in a study abroad program approved by the home school is eligible for FSA funds, regardless of whether the program is required for the student's regular, eligible program of study, as long as

- the student is an eligible regular student enrolled in an eligible program at the home school; and
- **the eligible institution approves the program of study abroad for academic credit.**

The Program Participation Agreement (PPA) requires participating institutions to establish procedures that ensure that its students participating in study abroad programs receive the FSA funds to which they are entitled.

When there is a written arrangement between eligible institutions, any of the institutions participating in the written arrangement may make FSA program calculations and disbursements without that institution being considered a third-party servicer. This is true even if the student is not taking courses at the institution that is calculating and disbursing the aid.

Students enrolled in study abroad programs with costs of attendance higher than those of the home school should have those costs reflected in the COA, which may result in a higher Pell award, not to exceed the Pell award maximum.

Distance Education

CHAPTER 8

In this chapter, we discuss the applicability of the FSA program requirements to programs offered through distance education.

For some time now, schools have used various alternative non-traditional modes of delivering instruction. *Distance Education* refers to any mode of instruction in which there is a separation, in time or place, between the instructor and student. In this chapter we use the term distance education to refer collectively to these alternative modes including –

- courses through correspondence (including some courses offered on video cassettes); and
- courses offered via the application of technology including television, audio or computer transmission (such as open broadcast, closed circuit, cable, microwave, or satellite transmission), and courses offered over the Internet.

Schools use distance education to respond to students' needs for alternatives to the schedules and locations at which courses traditionally have been offered. The availability of new technologies including the Internet have spurred significant growth in the number and types of distance education programs schools offer.

Certain FSA program requirements (particularly disbursement rules) are organized around the traditional structures of term-based on-campus instruction. These requirements may restrict and may not be easily applied to distance education programs. Questions regarding FSA program and FSA student eligibility often arise when schools expand their course offerings by adding distance learning options.

The Higher Education Amendments of 1998, Public Law 105-244, addressed this growing problem by authorizing a Distance Education Demonstration Program (Demonstration Program). You can find information about the Demonstration Program later in this chapter.

Distance education cite
34 CFR 600.2

In the FSA programs, the term "distance education" is used only in conjunction with the Distance Education Demonstration Program. The FSA program laws and regulations use the terms correspondence and telecommunications.

CORRESPONDENCE AND TELECOMMUNICATIONS COURSES

Correspondence course and telecommunications course definitions cite
34 CFR 600.2

As discussed previously, for purposes of the FSA programs, distance education refers to courses delivered via telecommunications and correspondence. There are eligibility implications for institutions that offer courses via telecommunications and correspondence.

Definitions

What is a correspondence course?

A correspondence course is a home-study course provided by a school under which the school provides instructional materials, including examinations on the materials, to students who are not physically attending classes at the school. When a student completes a portion of the instructional materials, the student takes the examinations that relate to that portion of the materials and returns the examinations to the school for grading.

A combined correspondence and residential program example

A school offers a truck driving program. The first part of the program is offered via correspondence. After completing the correspondence portion of the program the student has to attend a residential site where he or she actually learns how to drive trucks.

This program is considered a correspondence program.

- If a course is part correspondence and part residential training, the course is considered to be a correspondence course.
- If a school adds telecommunications technology, such as online instruction, to a correspondence course, the school must ascertain the predominant method of instruction (correspondence or telecommunications). The school must apply the rules for the predominant method, in administering its participation in the FSA programs.
- A course that is delivered in whole or in part through the use of video cassettes or video discs is a correspondence course unless the school also delivers comparable instruction to students attending resident classes at the school during the same award year.

Videocassettes and discs example

A school offers an English 101 course via video cassette. English 101 is also offered to students physically attending classes at the school during the same award year. In this case this course would be considered a telecommunications course.

The school also offers Art History 302 via video cassette. Art History 302 is **not** offered to students physically attending classes at the school during this award year. In this case this course would **not** be considered a telecommunications course for this award year. It is considered a correspondence course.

What is a telecommunications course?

A telecommunications course is a course offered via the application of technology including television, audio, or computer transmission (such as open broadcast, closed circuit, cable, microwave, or satellite transmission) and courses offered over the Internet.

Please note that **telecommunications courses may be considered correspondence courses** and when that is the case, there may be implications vis-a-vis an institution's eligibility to participate in the FSA programs. Those implications are discussed in the section *The effects of correspondence and telecommunications courses on institutional eligibility.*

THE EFFECTS OF CORRESPONDENCE AND TELECOMMUNICATIONS COURSES ON INSTITUTIONAL ELIGIBILITY

Students enrolled in correspondence courses are eligible to receive FSA, HEA Program funds only if they are enrolled in degree programs (associate, bachelor's, graduate). This means that students cannot receive FSA funds if they are enrolled in certificate programs via correspondence.

For certificate programs of less than one year, telecommunications students are considered correspondence students. These students are not eligible to receive FSA funds.

Correspondence limitations cite
Sec. 102(a)(3)(A) and (B)
34 CFR 600.7(a)(1)(i) and (ii)

Reminder

Contracting distance education courses
Some participating institutions contract with providers that are not eligible to participate in the FSA programs to offer courses through distance education. These participating institutions must ensure that they do not exceed the limitations on contractual arrangements (see chapter 7.)

Basic Principles

1. Telecommunications courses are considered to be correspondence courses if the sum of the telecommunications courses and other correspondence courses the school provided during the award year equaled or exceeded 50% of the total number of courses it provided during that year.

2. If a school offers more than 50% of its courses by correspondence, the school loses its eligibility to participate in the FSA.

 This limitation does not apply to a school that mainly provides vocational adult education or job training (as defined under Sec. 521(4)(C) of the Carl D. Perkins Vocational and Applied Technology Education Act).

3. If 50% or more of an institution's students are enrolled in its correspondence courses, the school loses its eligibility to participate in the FSA programs.

 This limitation may be waived for a school that offers a two-year associate degree or four-year baccalaureate degree program if the school demonstrates to the Department that in that award year, the students enrolled in its correspondence courses receive no more than 5% of the total FSA program funds received by all of the school's students in the award year.

4. The 50% limitation applies to institutions, not programs. An educational program composed entirely of correspondence courses could still be an eligible program if no more than 50% of the institution's courses were offered through correspondence and telecommunications, and the program met other eligibility requirements.

 An educational program composed entirely of Internet courses (telecommunications courses) could still be an eligible program if no more than 50% of the institution's

courses were offered through correspondence and telecommunications, and the program met other eligibility requirements.

5. If the student is enrolled in a program leading to an associate, bachelor's, or graduate or professional degree, the student is eligible to receive FSA program funds. If a student is enrolled in a program delivered via correspondence and leading to a certificate or diploma, the student is not eligible to receive FSA program funds. There is no special limit on the eligibility of telecommunications students to receive FSA, HEA program funds as long as the telecommunications course is considered a telecommunications course and not a correspondence course. Certificate programs that are less than one year and that are offered by telecommunications are considered correspondence programs. They are not eligible for Federal Student aid.
6. A school may not refuse to provide FSA funds to a student because he or she is enrolled in correspondence or telecommunications courses unless the courses are not part of an eligible program. However, a school may refuse to certify an FFEL application or originate a Direct Loan (or may reduce the amount of the FFEL or Direct Loan) for a student if the decision is made on a case-by-case basis, and the reason (not merely because the student is a distance education student) is provided to the student in writing and documented in the student's file.
7. The schools correspondence course calculation and correspondence student calculation must be attested to by a independent auditor.

Over the next few pages we will show you how to count correspondence students and courses. Then we will describe the effects that those calculations have on the eligibility of different types of students and institutions.

A school is the sum only of its eligible programs

Some postsecondary institutions offer programs that are eligible for FSA as well as programs that are not FSA eligible. For FSA program purposes, we consider an eligible institution is the sum of its "eligible programs."

In order to minimize the effect on its institutional eligibility of offering programs solely by correspondence that do not lead to a degree, a school might choose to identify those programs as not part of its FSA eligible programs.

A program (and students enrolled therein) that was so identified would not be considered part of the school in these two formulas.

Attestation required cite

34 CFR 600.7(g)(2)

How to count courses for purposes of determining whether a school comes within the 50% limitations.

Using the latest complete award year, the formula for determining the enrolled student limitation is as follows:

$$\frac{\text{number of institution's correspondence courses}}{\text{total number of institution's courses}}$$

1. If a school offers a course both by correspondence and residential training, the course counts twice, as a correspondence course and as a residential course. Thus, it would count as one in the numerator and as two in the denominator.

2. Regardless of how many sections of a course or program are offered during the award year (as a residential or as a correspondence course), the course is counted only once under each type.

3. A program not offered in courses or modules counts as one correspondence course.

Counting Correspondence Courses

Miliways Community College (MCC) offers telecommunications and correspondence courses as well as resident training. The college offers 90 courses on campus as well as a number of courses through correspondence. MCC's registrar, Ford Prefect, knows that the school offers two programs not divided into courses or modules and 42 sections of classes through correspondence. In order to determine the number of correspondence ***courses***, Ford examines the following data:

Robotics Technology (a 24-credit program not broken up into courses or modules)	=	1 correspondence course
Vogon Highway Construction (a 24-credit program not broken up into courses or modules)	=	1 correspondence course
Art 201, 202, 203, and 204 (8 sections of each, offered only through correspondence)	=	4 correspondence courses
English 101 (6 sections offered through telecommunications, and 45 on campus)	=	1 telecommunications course (and 1 resident course)
Music of the Spheres (2 sections offered via DVD, and not offered on campus)	=	1 correspondence course

How to count students for purposes of determining whether a school comes within the 50% limitations.

Using the latest complete award year, the formula for determining the enrolled student limitation is as follows:

$$\frac{\text{number of regular students enrolled in the institution's correspondence courses}}{\text{number of regular students enrolled in all of the institution's courses}}$$

Regular student defined
A person enrolled for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by the school (34 CFR 600.2).

- A school must use a straight head count of enrolled students. Therefore it is irrelevant whether a student is a full-time or part-time student or whether the student is a recipient of FSA program funds.
- All enrolled regular students must be counted. (If a student withdrew from the school and received a full refund the student is not counted.)

Next, we discuss the interrelationship between correspondence and telecommunications courses and students.

The consequences of the 50% Rule for three types of eligible institutions

1. Eligible institutions that provide certificate programs but do **not** provide eligible degree programs

Eligible institutions that provide certificate programs but do not provide degree programs cite
Section 484(l)(1)(A) and 484(l)(1)(B)(ii) of the HEA

Effect of correspondence courses on institutional eligibility cite
34 CFR 600.7(a)(1)(i) and (ii)

Degree programs are programs that lead to associates, bachelors, graduate, or professional degrees.

Are telecommunications courses and students considered correspondence courses and students?

- Yes; telecommunications courses are considered correspondence courses.
- Yes; telecommunications **students** are considered correspondence students.

Institutional ineligibility cite
34 CFR 600.7(a)(1)(i)
HEA, Sec. 102(a)(3)(A)

*For eligible institutions that provide certificate programs but do **not** provide degree programs, what is the effect of offering correspondence courses on institutional eligibility?*

- This type of eligible institution becomes ineligible if the number of correspondence courses (including telecommunications courses) it offers in its latest award year is more than 50% of the total number of courses it offers in that award year.
- This type of eligible institution becomes ineligible if the number of students enrolled in its correspondence courses (including telecommunications courses) in its latest award year equals 50% or more of the total number of enrolled students in that year. (Section 102(a)(3)(B) of the HEA; 34 CFR 600.7(a)(1)(ii).)

Reminder

If a student is enrolled in a program whose courses are provided both residentially and by correspondence/telecommunications, the student is considered to be a correspondence/telecommunications student if a majority of the student's courses are correspondence/telecommunications courses.

Can this type of school award FSA program funds to correspondence, including telecommunications, students?

- No; this type of school may not award FSA program funds to its correspondence (including telecommunications) students.

However, if after the application of the appropriate formulas, the school remains eligible, it may award aid to its resident students.

2. Eligible institutions that provide educational certificate and degree programs where the number of eligible degree programs was less than 50% of the institution's total number of education programs in its latest award year

With regard to telecommunications students and programs, this type of school is treated the same as the first type of school.

Are telecommunications courses and students considered correspondence courses and students?

- Yes; telecommunications courses are considered correspondence courses.
- Yes; telecommunications **students** are considered correspondence students.

What is the effect of offering correspondence courses on institutional eligibility?

- This type of eligible institution becomes ineligible if the number of correspondence courses (including telecommunications courses) it offers in its latest award year is more than 50% of the total number of courses it offers in that award year.
- This type of eligible institution becomes ineligible if the number of students enrolled in its correspondence courses (including telecommunications courses) in its latest award year equals 50% or more of the total number of enrolled students in that year. (Section 102(a)(3)(B) of the HEA; 34 CFR 600.7(a)(1)(ii).)

Can this type of school award FSA program funds to correspondence, including telecommunications, students?

- If after the application of the appropriate formulas, the institution remains eligible, it may award aid to its resident students.

 This type of institution may not award FSA funds to its correspondence (including telecommunications) students who are in certificate programs.

 This type of institution may award FSA funds to its correspondence (including telecommunications) students who are in degree programs. (Keep in mind that the rules for awarding FSA to correspondence study students would be applicable.)

Example

How to count educational programs.

P.A. Institute provides educational programs in accounting, bookkeeping, and computer technology that lead to certificates. P.A. Institute also offers an educational program in computer programming that leads to an associate degree. All of the courses in P.A. Institute's computer technology certificate program are creditable toward its associate degree program in computer programming.

P.A. Institute thus offers four educational programs, of which only one leads to an associate degree. Therefore, its one degree program is less than 50% of the total number of its educational programs. The fact that all the courses in P.A. Institute's computer technology certificate program are creditable toward its computer programming associate degree is not relevant to that determination.

Institutional ineligibility cite

34 CFR 600.7(a)(1)(i)
Sec. 102(a)(3)(A) of the HEA

3. Eligible institutions that provide educational certificate programs and degree programs where the number of eligible degree programs was at least 50% of the institution's total number of eligible education programs in its latest award year

Are telecommunications courses and students considered correspondence courses and students?

- **No**; for certificate programs of one year and more and all degree programs, telecommunications courses are **not** considered correspondence courses and telecommunications students are **not** considered correspondence students **if the number of the institution's residential courses exceeds the sum of its correspondence and telecommunications courses**. Put another way, telecommunications courses and students are not considered correspondence courses and students if the institution provides at least one more residential course than the sum of its correspondence and telecommunications courses.
- Yes, for certificate programs of less than one academic year, telecommunications courses are considered correspondence courses. (Sections 484(l)(1)(A) and 484(l)(B)(ii) of the HEA.)
- Yes, for certificate programs of one academic year or more and degree programs, telecommunications courses are considered correspondence courses and telecommunications students are considered correspondence students **if the number of the institution's residential courses does not exceed the sum of its correspondence and telecommunications courses**.

For this category of schools, what is the effect of offering correspondence courses on institutional eligibility?

- This type of eligible institution becomes ineligible if the number of correspondence courses, including telecommunications courses, it offers in its latest award year is more than 50% of the total courses it offers in that award year. (Sections 102(a)(3)(A) of the HEA and 484(l); 34 CFR 600.7(a)(1)(i) and 600.7(b).)
- This type of eligible institution becomes ineligible if the number of students enrolled in its correspondence courses during its latest award year equals 50% or more of the total number of enrolled students in that year. However, if the institution answered "No" to the question, *Are telecommunications courses and students considered correspondence courses and students*, the institution does not count students enrolled in its telecommunications courses as students enrolled in

correspondence courses. (Sections 102(a)(3)(B) and 484(l) of the HEA; 34 CFR 600.7(a)(1)(ii) and 600.7(b).)

Can this type of institution award FSA program funds to correspondence, including telecommunications, students?

- Yes, this type of institution may award FSA funds to its correspondence students if those students are enrolled in degree programs. (Section 484(k) of the HEA) In addition, if the institution answered "No" to the question, *Are telecommunications courses and students considered correspondence courses and students*, the institution may award those funds to telecommunication students who are enrolled in any eligible degree or certificate program. (Section 484(l) of the HEA.)

Determining Institutional Eligibility

Example 1

School A offers residential programs on campus and one correspondence program that consists solely of correspondence courses. During the last completed award year, 60% of School A's enrolled regular students were enrolled in the correspondence program.

School A loses its eligibility because at least 50% of its students were enrolled in correspondence courses and a school loses eligibility if at least 50% of its students are enrolled in correspondence courses.

Example 2

School B does not provide correspondence courses but it does provide telecommunications courses. The telecommunications courses are part of an educational program that leads to a bachelors degree. In fact, more than 50% of School B's educational programs lead to bachelor's degrees. The telecommunications courses make up only 5% of School B's total courses, but 90% of School B's enrolled regular students are enrolled in the telecommunications courses.

School B does not lose its eligibility because the students enrolled in the telecommunications courses are not considered enrolled in correspondence courses. The telecommunications courses are not considered correspondence courses because (1) more than 50% of School B's courses are residential courses, (2) at least 50% of School B's educational programs lead to a bachelor's degree, and (3) the students enrolled in the telecommunications courses are enrolled in education programs leading to a bachelor's degree.

Example 3

School C does not provide correspondence courses but it does provide telecommunications courses. The telecommunications courses make up 51% of the total number of courses School C provides, but only 25% of School C's enrolled students are enrolled in telecommunications courses. More than 50% of School C's educational programs lead to associate degrees and all the students enrolled in the telecommunications courses are enrolled in educational programs leading to associate degrees.

School C loses its eligibility. Because the sum of its correspondence and telecommunications courses (51%) exceeds the number of its residential courses, its telecommunications courses are considered correspondence courses. As a consequence, School C has too many correspondence courses to sustain its institutional eligibility. A school loses its eligibility if more than 50% of its courses are correspondence courses.

STUDENT ELIGIBILITY

Are there any limits on a student's eligibility for FSA program funds for attendance in correspondence courses?

Student eligibility cite
Sec. 484(k); 34 CFR 668.38 and 690.2

A student enrolled in a correspondence program is eligible to receive FSA program funds provided the student is enrolled in a program leading to an associate, bachelor's, graduate, or professional degree. A student enrolled in a correspondence program is **not** eligible to receive FSA program funds if the student is enrolled in a certificate or diploma program.

Remember however, that **a student enrolled solely in correspondence study cannot be considered more than a half-time student** no matter how many credits the student is taking.

Note: There is no comparable limitation on a student enrolled in telecommunications courses (unless of course, the telecommunications student is considered a correspondence student as discussed above).

Are there any limits on a student's eligibility for FSA program funds for attendance in a telecommunications program?

There are no limits on the FSA eligibility of a student enrolled in telecommunications courses provided the program leads to an associate, bachelor's, graduate, or professional degree, or is a certificate program that is at least one year in length. If the telecommunications courses are considered correspondence courses the aforementioned limits apply.

Cost of Attendance

What costs can be included in a student's cost of attendance?

Cost of attendance cite
Sec. 472(5) and 472

For a student enrolled in a correspondence program, the only costs that generally can be included in the student's cost of attendance are tuition and fees and, if required, books and supplies. Travel and room and board costs can only be included if they are incurred specifically in fulfilling a required period of residential training.

A student who enrolled in a telecommunications program does not have any additional restrictions placed on his or her cost of attendance unless the financial aid officer determines that telecommunications instruction results in a substantially reduced cost of attendance.

The cost of equipment, such as a computer, can be included in the cost of attendance of a student taking courses through telecommunications. For correspondence students, the cost of a computer may be included in the cost of attendance if such equipment is required of all students in the same program.

Federal Pell Grant Program and Federal Supplemental Educational Opportunity Grant (FSEOG) Program disbursements

Are there any special disbursement rules that apply to students in correspondence courses?

Generally, Federal Pell Grant Program and FSEOG Program disbursements can be made up to 10 days before the first day of classes for a payment period. However, there are special rules for students enrolled in correspondence study programs.

FSEOG Program

FSEOG Program disbursements cite
34 CFR 676.16(f)

A correspondence student must submit his or her first completed lesson before receiving an FSEOG payment.

Federal Pell Grant Program

Federal Pell Grant Program disbursements cite
34 CFR 690.66

For a non-term-based correspondence portion of a program of study the school must make –

- the first payment to a student for an academic year after the student submits 25% of the lessons, or otherwise completes 25% of the work scheduled for the program or the academic year, whichever occurs last; and
- the second payment after the student submits 75% of the lessons, or otherwise completes 75% of the work scheduled for the program or the academic year, whichever occurs last.

For a term-based correspondence portion of a program of study the school must make the payment to a student for a payment period after the student completes 50% of the lessons or otherwise completes 50% of the work scheduled for the term, whichever occurs last.

Distance Education Demonstration Program

The Distance Education Demonstration Program was created to provide for increased student access to higher education through distance education programs and test the quality and viability of expanded distance education programs currently limited under this HEA. The Demonstration Program was further charged with helping to determine:

a. the most effective means of delivering quality education through distance education course offerings,

b. specific statutory and regulatory provisions needing modification to provide greater access to distance education programs, and

c. the appropriate levels of federal student assistance for students enrolled in distance education programs.

For schools in the demonstration program the Department is authorized to waive requirements related to computer costs for students enrolled in correspondence courses, the minimum number of weeks of instruction, the 50% limitations on correspondence courses and students, the provision that defines a telecommunications course as a correspondence course. The Department may also waive some General Provisions regulations (generally 34 CFR 668), that inhibit the operation of quality distance education programs, such as the definition of a full-time student, to the extent a student enrolled solely in correspondence courses is prohibited from being a full-time student and the application of a uniform standard of satisfactory academic progress to all students within categories of students and programs. The Department is not authorized to waive any of the program-specific regulations.

The program began on July 1, 1999. In the first year, the Department selected 15 participants. The Department was authorized to select up to 35 new participants (individual institutions, and systems and consortia of institutions) for the program beginning in the third year (2001). Nine new participants were selected in 2001 and five in 2003, bringing the total number selected to 29. Since its inception, five participants have voluntarily left the program and one was removed. The twenty-three current participants include eight private for-profit institutions; seven private non-profit institutions; four public universities; three consortia; and one public system. The Department does not anticipate additional participants. For selection procedures and other statutory requirements governing the Demonstration Program, see Section 486 of the HEA (20 U.S.C. 1093).

In January 2001, in July 2003, and in April 2005, the Department provided Congress with reports on the results of the project. These reports are available at —

http://www.ed.gov/programs/disted/performance.html

In addition, the Department is required to provide additional annual reports to Congress regarding the demonstration programs.

Recordkeeping and Disclosure

CHAPTER 9

In this chapter, we discuss the requirements for maintaining and disclosing records for the FSA programs.

The General Provisions regulations require schools to maintain records related to their participation in the FSA programs. These records must be made available by schools to representatives of the Department and other specified individuals or organizations in the course of audits, program reviews, investigations, or other authorized reviews.

In addition to the general institutional recordkeeping requirements discussed here, a school must also comply with all program-specific recordkeeping requirements contained in the individual FSA program regulations.

This chapter also describes the rules governing disclosure, including a discussion of the Family Educational Rights and Privacy Act (FERPA). FERPA restricts the disclosure of student records to other parties and requires the school to give a student the opportunity to review his or her records.

The FSA Assessment module
that can assist you in understanding and assessing in your compliance with the provisions of this chapter is "Reporting and Reconciling," at

http://ifap.ed.gov/qamodule/ReportingReconciling/AssessmentFpage4.html

REQUIRED RECORDS

A school must keep comprehensive, accurate program and fiscal records related to its use of FSA program funds. The importance of maintaining complete, accurate records cannot be overemphasized. Program and fiscal records must demonstrate the school is capable of meeting the administrative and fiscal requirements for participating in the FSA programs. In addition, records must demonstrate proper administration of FSA program funds and must show a clear *audit trail* for FSA program expenditures. For example, **records for each FSA recipient must clearly show that the student was eligible for the funds received, and that the funds were disbursed in accordance with program regulations.**

Recordkeeping cite
34 CFR 668.24

Program records

A school must establish and maintain on a current basis any application the school submitted for FSA program funds. A school must also maintain on a current basis program records that document:

- the school's eligibility to participate in the FSA programs,
- the FSA eligibility of the school's programs of education,
- the school's administration of the FSA programs,
- the school's financial responsibility,
- information included in any application for FSA program funds, and
- the school's disbursement of FSA program funds.

Program Records a School Must Maintain

The program records that a school must maintain include, but are not limited to:

- ✔ Program Participation Agreement
- ✔ Application portion of the FISAP
- ✔ Accrediting and licensing agency reviews, approvals, and reports
- ✔ State agency reports
- ✔ Audit and program review reports
- ✔ Self-evaluation reports
- ✔ Other records, as specified in regulation, that pertain to factors of financial responsibility and standards of administrative capability

Fiscal records

A school must keep fiscal records to demonstrate its proper use of FSA funds. A school's fiscal records must provide a clear audit trail that shows that funds were received, managed, disbursed, and returned in accordance with federal requirements. Schools are required to account for the receipt and expenditure of all FSA program funds in accordance with generally accepted accounting principles.

A school must establish and maintain on a current basis:

- financial records that reflect each FSA program transaction, and
- general ledger control accounts and related subsidiary accounts that identify each FSA program transaction and separate those transactions from all other school financial activity.

Fiscal Records a School Must Maintain

The fiscal records that a school must maintain include, but are not limited to:

- ✔ Records of all FSA program transactions
- ✔ Bank statements for all accounts containing FSA funds
- ✔ Records of student accounts, including each student's institutional charges, cash payments, FSA payments, cash disbursements, refunds, returns, and overpayments required for each enrollment period
- ✔ General ledger (control accounts) and related subsidiary ledgers that identify each FSA program transaction (FSA transactions must be separate from school's other financial transactions)
- ✔ Federal Work-Study payroll records
- ✔ FISOP portion of the FISAP
- ✔ Records that support data appearing on required reports, such as:
 - Pell Grant Statements of Accounts
 - GAPS cash requests and quarterly or monthly reports
 - FSA program reconciliation reports
 - Audit reports and school responses
 - State grant and scholarship award rosters and reports
 - Accrediting and licensing agency reports
 - Records used to prepare the *Income Grid* on the FISAP

Loan Program Records

Loan program record cite
34 CFR 668.24, 34 CFR 682.610, and 34 CFR 685.309(c)

There are special record keeping requirements in the Direct and FFEL loan programs. A school must maintain —

- A copy of paper or electronic loan certification or origination record, including the amount of the loan and the period of enrollment.
- The cost of attendance, estimated financial assistance, and estimated family contribution used to calculate the loan amount (and any other information that may be required to determine the borrower's eligibility, such as the student's Federal Pell Grant eligibility or ineligibility).
- The date(s) the school disbursed the loan funds to the student (or to the parent borrower), and the amount(s) disbursed. (For loans delivered to the school by check, the date the school endorsed each loan check, if required.)

- Documentation of the confirmation process for each academic year in which the school uses the multi-year feature of the Master Promissory Note. This may be part of the borrower's file, but acceptable documentation can also include a statement of the confirmation process that was printed in a student handbook or other financial aid publication for that school year. The documentation may be kept in paper or electronic form. There is no retention limit for this documentation; you must keep it indefinitely because it may affect the enforceability of loans.

A school must keep records relating to a student or parent borrower's eligibility and participation in the Direct Loan or FFEL program for three years after the end of the award year in which the student last attended the school. A school must keep all other records relating to the school's participation in the Direct Loan or FFEL program for at least three years after the end of the award year in which the records are submitted.

Records of the schools administration of the FSA programs

A school must maintain the records that pertain to its administration of FSA program funds (listed on the chart on the following page.)

In addition, participants in the:

- Perkins Loan Program must follow procedures in Section 674.19 for documenting the repayment history for each borrower for that program (see Volume 6 – Campus-Based Programs); and
- FWS Program must follow procedures established in Section 675.19 for documentation of work, earnings, and payroll transactions for the program (see Volume 6 – Campus-Based Programs).

Records of the school's administration of the FSA programs

A school must maintain records for each FSA recipient that include, but are not limited to:

- ✔ The Student Aid Report (SAR) or Institutional Student Information Record (ISIR) used to determine a student's eligibility for FSA program funds
- ✔ Application data submitted to the Department, lender, or guaranty agency by the school on behalf of the student or parent
- ✔ Documentation of each student's or parent borrower's eligibility for FSA program funds (e.g., records that demonstrate that the student has a high school diploma, GED, or the ability to benefit)
- ✔ Documentation of all professional judgment decisions
- ✔ Financial aid history information for transfer students
- ✔ Cost of attendance information
- ✔ Documentation of a student's satisfactory academic progress (SAP)
- ✔ Documentation of student's program of study and the courses in which the student was enrolled
- ✔ Data used to establish student's admission, enrollment status, and period of enrollment
- ✔ Required student certification statements and supporting documentation
- ✔ Documents used to verify applicant data, and resolve conflicting information
- ✔ Documentation relating to each student's or parent borrower's receipt of FSA program funds, including but not limited to:
 - The amount of the grant, loan, or FWS award; its payment period; its loan period, if appropriate; and the calculations used to determine the amount of grant, loan, or FWS award;
 - The date and amount of each disbursement of grant or loan funds, and the date and amount of each payment of FWS wages;
 - The amount, date, and basis of the school's calculation of any refunds/returns or overpayments due to or on behalf of the student; and
 - The payment of any refund/return or overpayment to the FSA program fund, a lender, or the Department, as appropriate.
- ✔ Documentation of and information collected at any initial or exit loan counseling required by applicable program regulations

In addition, a school must maintain records that include, but are not limited to:

- ✔ Reports and forms used by the school in its participation in an FSA program, and any records needed to verify data that appear in those reports and forms
- ✔ Documentation supporting the school's calculation of its completion or graduation rates, and transfer-out rates (see chapter 6).

RECORD RETENTION PERIODS

Records cite
34 CFR 668.24
34 CFR 668.27

Schools must retain all required records for a minimum of three years from the end of the award year. However, the starting point for the three-year period is not the same for all records. For example, some Campus-Based program records must be kept for three years from the end of the award year in which the funds were awarded and disbursed.

Different retention periods are necessary to ensure enforcement and repayment of FSA loans. Perkins Loan repayment records, including cancellation and deferment records, must be kept for three years from the date that the loan was assigned to the Department, cancelled, or repaid. Perkins original promissory notes and original repayment schedules must be kept until the loan is satisfied or needed to enforce the obligation (for more information, see *Volume 6 – Campus-Based Programs*). Records relating to a borrower's eligibility and participation in the FFEL and Direct Loan programs must be kept for three years from the last day of the award year in which the student last attended the school.

There are also additional record retention requirements that apply to schools granted waivers of the audit submission requirements.

The chart on the next page illustrates the required minimum retention periods for records under the various FSA programs.

A school may retain records longer than the minimum period required. Moreover, a school may be required to retain records involved in any loan, claim, or expenditure questioned in any FSA program review, audit, investigation, or other review, for more than three years (see chapter 12 for information on program reviews and audits). If the three-year retention period expires before the issue in question is resolved, the school must continue to retain all records until resolution is reached.

Retaining FISAP records

Schools must keep the Fiscal Operations Report (FISAP) and any records necessary to support their data (e.g., the source data for the income grid) for three years from the end of the award year in which the FISAP is submitted.

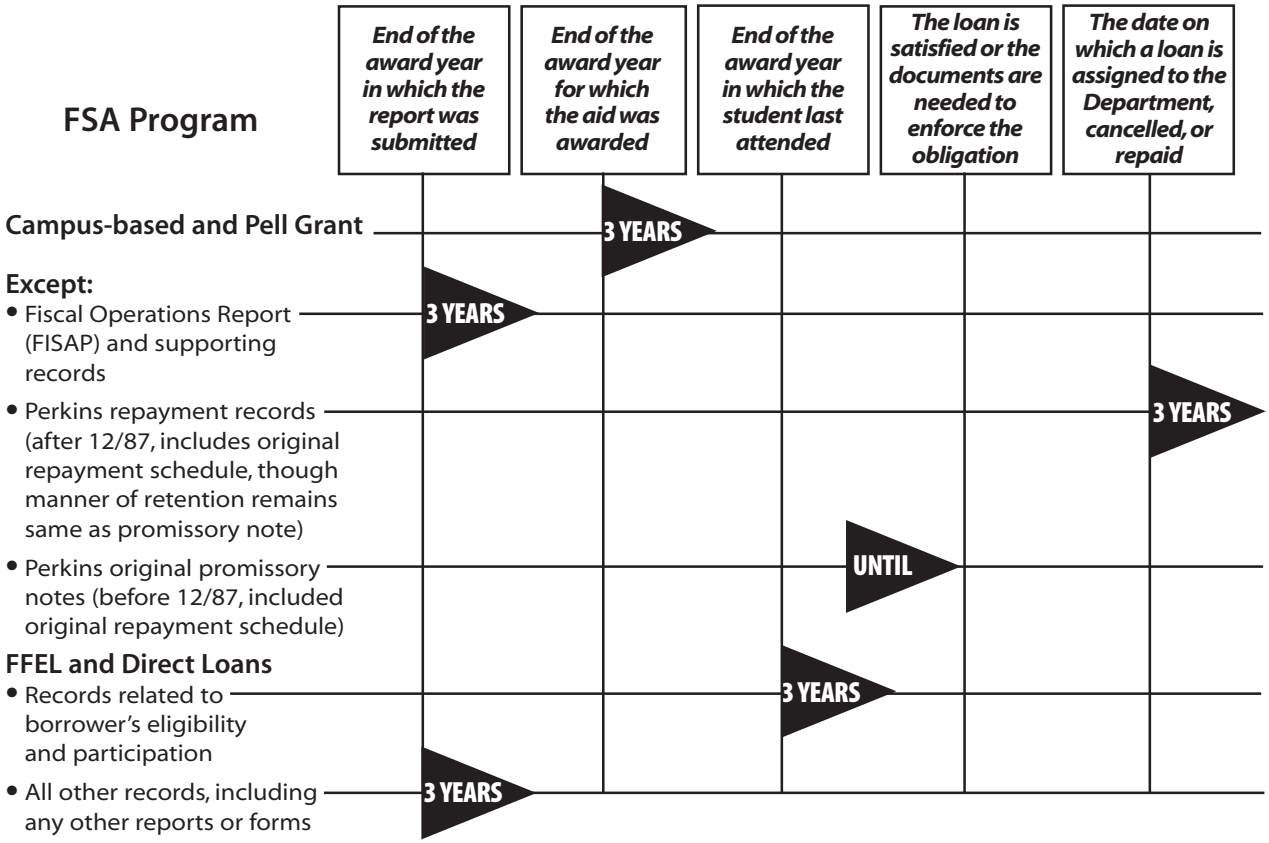
The most current FISAP, which will contain 2004-2005 data, must be submitted during the 2005-2006 award year, will request 2006-2007 funds, and has a submission date of October 2005. Because this FISAP will be submitted during the 2005-2006 award year, records must be kept until at least June 30, 2009, three years from the last day of the 2005-2006 award year.



If an additional location or branch of an institution closes and borrowers who attended the school obtain loan discharges by reason of the closure of the location or branch (or improper ATB or loan certifications), the Department will pursue recovery against the larger institution.

If a school has an additional location or branch that closes, the school might want to maintain its loan records beyond the end of the three-year record retention requirement in order to respond to the Department or to refute borrower claims of eligibility for discharge.

Minimum Record Retention Periods



RECORD MAINTENANCE

Acceptable formats

A school must maintain all required records in a systematically organized manner. Unless a specific format is required, a school may keep required records in

- hard copy
- microform
- computer file
- optical disk
- CD-ROM
- other media formats

Record retention requirements for the Institutional Student Information Record (ISIR) are discussed later in this chapter. All other record information, regardless of the format used, must be retrievable in a coherent hard copy format (for example, an easily understandable printout of a computer file) or in a media format acceptable to the Department. The requirement providing for other media formats acceptable to the Department allows for the use of new technology as it is developed. The Department will notify schools of acceptable media formats; schools should not apply for approval of a media format.

Closed-school records

If a school closes, stops providing educational programs, is terminated or suspended from the FSA programs, or undergoes a change in ownership that results in a change of control, it must provide for the retention of required records. It must also provide for access to those records for inspection and copying by the Department. For a school that participates in the FFEL Program, the school must also provide access for the appropriate guaranty agency.

Safeguarding electronic records

As schools begin developing plans for using electronic recordkeeping in administering other FSA programs, they should keep in mind the safeguards required for electronic certification in the FWS program. Those safeguards include:

- password protection,
- password changes at set intervals,
- access revocation for unsuccessful log-ins,
- user identification and entry point tracking,
- random audit surveys with supervisors, and
- security tests of the code access.

Any document that contains a signature, seal, certification, or any other image or mark required to validate the authenticity of its information must be maintained in its original hard copy or in an imaged media format. This includes tax returns, verification statements, and Student Aid Reports (SARs) used to determine eligibility, and any other document when a signature seal, etc., contained on it is necessary for the document to be used for the purposes for which it is being retained.

A school may maintain a record in an imaged media format only if the format is capable of reproducing an accurate, legible, and complete copy of the original document. When printed, the copy must be approximately the same size as the original document.

Please note that promissory notes that are signed electronically, must be maintained electronically in accordance with the requirements of 34 CFR 668.24(d)(3)(i) through (iv).

Special requirements for SARs and ISIRs

Special maintenance and availability requirements apply for SARs and ISIRs used to determine eligibility. It is essential that these basic eligibility records be available in a consistent, comprehensive, and verifiable format for program review and audit purposes.

Because the SAR is a hard copy document, it must be maintained and available in its original hard copy format or in an imaged media format. The ISIR, an electronic record, must be maintained and available in its original format, i.e., as it was supplied by the Department to the school on a magnetic tape or cartridge, or as it was archived using EDExpress software supplied to the school. A school that uses EDExpress has the ability to preserve the ISIR data that it has maintained during the applicable award year by archiving the data to a disk or other computer format. A school that receives ISIRs on magnetic tapes or cartridges may make a copy of the file received from the Department.

EXAMINATION OF RECORDS

Location

A school must make its records available to the Department at a location of the institution designated by the Department. These records must be readily available for review, including any records of transactions between a school and the financial institution where the school deposits any FSA funds.

A school is not required to maintain records in any specific location. For example, it may be more appropriate for a school to maintain some records in the financial aid office while maintaining others in the business office, the admissions office, or the office of the registrar. The responsible administrator in the office maintaining the records should be aware of all applicable record retention requirements.

Cooperation with agency representatives

A school that participates in any FSA program, and the school's third-party servicers, if any, must cooperate with the agencies and individuals involved in conducting any audit, program review, investigation, or other review authorized by law. This cooperation must be extended to the following individuals and their authorized representatives: an independent auditor, the Secretary of the Department of Education, the Department's Inspector General, and the Comptroller General of the United States. A school must also provide this cooperation to any guaranty agency in whose program the school participates, and to the school's accrediting agency.

Timely access

A school must cooperate by providing timely access to requested records, pertinent books, documents, papers, or computer programs for examination and copying by any of the agents listed above. The records to which timely access must be provided include, but are not limited to, computerized records and records reflecting transactions with any financial institution with which the school or servicer deposits or has deposited any FSA program funds.

FSA recipient information

If requested by the Department, a school or servicer must provide promptly any information the school or servicer has regarding the last known address, full name, telephone number, enrollment information, employer, and employer address of a recipient of FSA program funds who attends or attended the school. A school must also provide this information, upon request, to a lender or guaranty agency in the case of a borrower under the FFEL Program.

REASONABLE ACCESS TO PERSONNEL

A school must also provide reasonable access to all personnel associated with the school's or servicer's administration of the FSA programs so that any of the agents listed above may obtain relevant information.

A school or servicer has not provided reasonable access to personnel if the school or servicer

- refuses to allow those personnel to supply all relevant information,
- permits interviews with those personnel only if the school's or servicer's management is present, or
- permits interviews with those personnel only if the interviews are tape-recorded by the school or servicer.

FSA RECIPIENT INFORMATION

If requested by the Department, a school or servicer must provide promptly any information the school or servicer has respecting the last known address, full name, telephone number, enrollment information, employer, and employer address of a recipient of FSA program funds who attends or attended the school. A school must also provide this information, upon request, to a lender or guaranty agency in the case of a borrower under the FFEL Program.

The FERPA library located at

http://www.ed.gov/policy/gen/guid/fpco/ferpa/library/index.html

contains significant letters of interest issued on FERPA.

DISCLOSING STUDENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA)

Conditions for disclosure under FERPA cite
34 CFR 99.30

To protect the privacy of students and families, federal law sets certain conditions on the disclosure of personal information from records kept by schools that participate in the FSA programs. The relevant law is the Family Educational Rights and Privacy Act of 1974. Do not confuse FERPA with the Privacy Act of 1974 that governs the records kept by government agencies, including the application records in the federal processing system.

Third-party housing records
Whether the rent is paid to the third party by the school on behalf of the student or directly by the student, a student housing facility owned by a third party that has a contract with a school to provide housing for the school's students is considered "under the control" of the school. Therefore, records (maintained by either the third-party or the school) related to the students living in that housing are subject to FERPA.

FERPA restrictions on disclosure of records that are created and maintained by campus law enforcement units (for law enforcement purposes) are discussed in chapter 6.

Department regulations set limits on the disclosure of personally identifiable information from school records, define the responsibilities of the school, and define the rights of the student to review the records and request a change to the records. Under FERPA, a school is required to provide a student with an opportunity to inspect and review his or her education records within 45 days of the receipt of a request. A school is required to provide the student with copies of

education records, or make other arrangements to provide the student access to the records, if a failure to do so would effectively prevent the student from obtaining access to the records. While the school may not charge a fee for retrieving the records, it may charge a reasonable fee for providing copies of the records, provided that the fee would not prevent access to the records.

Prior consent not required cite
34 CFR 99.31

In certain situations, a school may disclose personally identifiable information from an education record of a student without the student's consent. A school may disclose personally identifiable information without prior consent if the disclosure is —

- to other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests; or,
- subject to the requirements of 34 CFR 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll.

The graphic below notes several important elements of the school's responsibilities and the rights of the student. The regulations apply to all education records the school keeps, including admissions records (only if the student was admitted) and academic records as well as any financial aid records pertaining to the student. Therefore, the financial aid office is not usually the office that develops the school's FERPA policy or the notification to students and parents, although it may have some input.

A school is required to —

- ♦ annually notify students of their rights under FERPA;
- ♦ include in that notification the procedure for exercising their rights to inspect and review education records; and
- ♦ maintain a record in a student's file listing to whom personally identifiable information was disclosed and the legitimate interests the parties had in obtaining the information (does not apply to school officials with a legitimate educational interest or to directory information).

A student has the right to —

- ♦ inspect and review any education records pertaining to the student;
- ♦ request an amendment to his/her records; and
- ♦ request a hearing (if the request for an amendment is denied) to challenge the contents of the education records, on the grounds that the records are inaccurate, misleading, or violate the rights of the student.

Request to disclose information cite
34 CFR 99.30



HIPPA and FERPA
HIPPA applies to - health care providers, private benefit health plans, and health care clearinghouses. It does not apply to other types of organizations whose receipt or maintenance of health records is incidental to their normal course of business.

FERPA does not limit what records a school may obtain, create, or maintain. It provides safeguards for education records.

Your schools' Office of Disability Services (ODS) normally obtains and maintains health records for each student who applies for services or waivers. So, the receipt and maintenance of health records by students services' units is well established.

If a health record is used to make a decision in regard to a student's education program, (e.g., whether a student should - receive extended time for testing; or be exempt from an academic requirement, such as SAP) the health record may be construed to be an education record. In that case the normal FERPA provisions for safeguarding the record would apply.



In most cases, a student receiving a waiver from a school's SAP rules would also have applied for services from the ODS. Since most financial aid offices are not used to handling medical records, why not have the ODS maintain the record? That way all you have to do is reference the ODS record in the FA file. (Of course, you will have to ensure that the record maintenance requirements are complied with.)

What constitutes written consent

Except under one of the special conditions described below, a student must provide a signed and dated written consent before an education agency or school may disclose personally identifiable information from the student's education records.

The written consent must

- state the purpose of the disclosure;
- specify the records that may be disclosed;
- identify the party or class of parties to whom the disclosure may be made; and
- be signed and dated.

Recently, the FERPA regulations have been amended to allow that request to be made electronically. In addition to the aforementioned information, the consent form must

- identify and authenticate a particular person as the source of the electronic consent; and
- indicate that person's approval of the information contained in the electronic consent.

Additional Privacy Requirements

The Federal Trade Commission has ruled that most colleges are subject to the provisions of the Financial Services Act's Security Provisions (also known as the Financial Services Modernization Act). In the regulation, the commission created a definition of financial institutions that includes most colleges on the basis of the financial relationships they have with students, donors, and others. Consequently, colleges must draft detailed policies for handling financial data covered by the law, such as parents' annual income, and must take steps to protect the data from falling into the wrong hands.

Financial institutions, including postsecondary institutions, are required to have adopted an information security program by May 23, 2003, under the FTC rule. For specific requirements, see the box on "FTC Standards for Safeguarding Customer Information" on the following pages.

Thus, while schools have maximum flexibility in choosing a system that provides for electronic requests for release of personally identifiable information, they must ensure that their systems provide adequate safeguards.

FTC Standards for Safeguarding Customer Information

Postsecondary educational institutions participating in the FSA programs are subject to the information security requirements established by the Federal Trade Commission (FTC) for financial institutions.

Customer information that must be safeguarded

These requirements apply to all customer information in your school's possession, regardless of whether such information pertains to students, parents, or other individuals with whom your school has a customer relationship, or pertains to the customers of other financial institutions that have provided such information to you.

Customer information means any record containing *nonpublic personal information* (see definition ✱) about a customer of a financial institution, whether in paper, electronic, or other form, that is handled or maintained by or on behalf of you or your affiliates.

✱ *Definition of "nonpublic personal information":* Personally identifiable financial information; and any list, description, or other grouping of consumers (and publicly available information pertaining to them) that is derived using any personally identifiable financial information that is not publicly available.

Establishing & maintaining an information security program

As a financial institution covered under these information security requirements, your school must develop, implement, and maintain a comprehensive *information security program*.

✱*Definition of "information security program":* the administrative, technical, or physical safeguards you use to access, collect, distribute, process, protect, store, use, transmit, dispose of, or otherwise handle customer information

The information security program must be written in one or more readily accessible parts and contain administrative, technical, and physical safeguards that are appropriate to the size and complexity of the school, the nature and scope of its activities, and the sensitivity of any customer information at issue.

The safeguards shall be reasonably designed to achieve the following objectives:

- Insure the security and confidentiality of customer information,
- Protect against any anticipated threats or hazards to the security or integrity of such information, and
- Protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any customer.

Required elements of an information security program

Designated coordinators. Your school must designate an employee or employees to coordinate its information security program.

Risk Assessment. Your school must identify reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and assess the sufficiency of any safeguards in place to control these risks.

At a minimum, the school's risk assessment should include consideration of risks in each relevant area of your operations, including:

- Employee training and management,
- Information systems, including network and software design, as well as information processing, storage, transmission, and disposal, and
- Detecting, preventing, and responding to attacks, intrusions, or other systems failures.

Safeguards & Testing/Monitoring. Your school must design and implement information safeguards to control the risks you identify through risk assessment, and regularly test or otherwise monitor the effectiveness of the safeguards' key controls, systems, and procedures.

Evaluation & Adjustment. Your school must evaluate and adjust its information security program in light of the results of the required testing and monitoring, as well as for any material changes to your operations or business arrangements or any other circumstances that it has reason to know may have a material impact on your school's information security program.

Overseeing service providers. A service provider is any person or entity that receives, maintains, processes, or otherwise is permitted access to customer information through its provision of services directly to your school. Your school must take reasonable steps to select and retain service providers that are capable of maintaining appropriate safeguards for the customer information at issue and require your service providers by contract to implement and maintain such safeguards.

Effective dates

Your school was required to implement an information security program that meets these requirements no later than May 23, 2003.

The FTC regulations include a "grandfathering" provision for contracts made with nonaffiliated third parties to perform services for your school or functions on your school's behalf; this provision expired on May 24, 2004.

Sources:
FTC regulations: 16 CFR 313.3(n) and 16 CFR 314.1-5
Gramm-Leach-Bliley Act: Sections 501 and 505(b)(2)
US Code: 15 U.S.C. 6801(b), 6805(b)(2).

Education Records and their release

The term *education record* does **not** include records that are kept in the sole possession of the maker of the record (often called sole possession records). Sole possession records are

1. used as a memory or reference tool,
2. not accessible or revealed to any other person except a temporary substitute for the maker of the record, and
3. typically maintained by the school official unbeknownst to other individuals.

Records that contain information taken directly from a student or that are used to make decisions about the student are not sole possession records.

The FERPA regulations also establish rules governing the disclosure of student information to parties other than the student. The regulation lists a number of conditions under which *personally identifiable information* from a student's education record may be disclosed without the student's prior written consent. Several of these conditions are of particular interest to the financial aid office.

Financial aid application cite
34 CFR 99.31(a)(4)

- Disclosure may be made if it is in connection with financial aid that the student has received or applied for. Such a disclosure may only be made if the student information is needed to determine the amount of the aid, the conditions for the aid, the student's eligibility for the aid, or to enforce the terms or conditions of the aid.

Government offices cite
34 CFR 99.31(a)(4).

- Disclosure may be made to employees of the Department's Office of Federal Student Aid, Office of the Inspector General, and other federal, state, and local education authorities in connection with financial aid and for the enforcement of FSA laws and regulations relating to student aid.

ED's representatives
34 CFR 99.31(a)(3).

- Disclosure may be made to authorized representatives of the Department of Education, including employees of the Department as well as research firms under contract with the Department, to evaluate financial aid procedures using student information provide by the schools selected for the study (including FSA Public Inquiry Contractor (PIC)).

Reminder

- An educational institution may release personally identifiable information on an F, J, or M nonimmigrant student to the Department of Homeland Security (formally the Immigration and Naturalization Service (INS)) in compliance with the Student Exchange Visitor Information System (SEVIS) program without violating FERPA.

FERPA and Subpoenas

In contrast to the exceptions to the notification and recordkeeping requirements granted for law enforcement purposes and described in chapter 6, educational agencies or institutions may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action. Additionally, schools must comply with FERPA's recordkeeping requirements under 34 CFR 99.32 when disclosing information pursuant to a standard court order or subpoena.

- FERPA permits educational agencies and institutions to disclose — without consent or knowledge of the student or parent (if applicable) — personally identifiable information to the Attorney General of the United States or his designee in response to an *ex parte* order in connection with the investigation of a crime of terrorism. An *ex parte* order is an order issued by a court without notice to the adverse party.

 When information is supplied to the Attorney General or his designee pursuant to an *ex parte* order, an institution is not required to record the disclosure of information from the student's education record or notify the student. Rather, the school may respond to the specific requirements contained in the *ex parte* order. Moreover, a school that supplies information pursuant to an *ex parte* order is not liable for that disclosure.

Health and safety exception cite

34 CFR 99.31(a)(10) & 34 CFR 99.36

- A health and safety exception permits the disclosure of personally identifiable information from a student's record in case of an immediate threat to the health or safety of students or other individuals.

Disclosure to parents cite

34 CFR 99.31(a)(8)

- Generally speaking, FERPA provides parents or eligible students with the right to access, amend, and provide consent for disclosure of education records. Eligible students are those who are at least 18 or who are attending a postsecondary institution. Thus, when a student turns 18 or attends a postsecondary institution, these collective rights under FERPA transfer to the student.

 However, the law makes a limited exception for parents of dependent students as defined by the IRS. **Note that the IRS definition of a dependent is quite different from that of a dependent student for FSA purposes.** For IRS purposes, students are dependent if they are listed as dependents on their parent's income tax returns. The limited exception permits a school to disclose education records of an eligible student to parents if that student is a dependent student under the IRS laws. **(If the student is a dependent as defined by the IRS, disclosure may be made to either parent, regardless of which parent claims the student as a dependent).**

Reminder

Though for students over the age of 18 parents may obtain the student's education records, they do not have the right to amend or provide consent for the release of such records. Those rights pass to the student exclusively when he or she turns 18 or begins attendance at a postsecondary institution.

There are two different FERPA provisions concerning the release of records relating to a *crime of violence*. One concerns the release to the *victim* of any *outcome* involving an *alleged* crime of violence (34 CFR 34 CFR 99.31(a)(13)). A separate provision (34 CFR 99.31(a)(14)) permits a postsecondary institution to disclose to anyone the final results of any disciplinary hearing against an alleged perpetrator of a crime of violence where that student was *found in violation* of the school's rules or policies with respect to such crime or offense.

Disclosure of requests for information

Schools are required to keep a record of each request for access and each disclosure of personally identifiable student information. The record must identify the parties who requested the information and their legitimate interest in the information. This record must be maintained in the student's file as long as the educational records themselves are kept. There are some exceptions to this requirement, and you can find them in the FERPA regulations at 34 CFR 99.32(d).

Schools are not required to notify a student in advance or keep a record of the disclosure when the disclosure of education records is made in compliance with subpoenas or court orders issued for certain law enforcement purposes. The waiver of the advance notification requirement applies only when the law enforcement subpoena or court order contains language that specifies that the subpoena or court order should not be disclosed. While 34 CFR 99.32 of the FERPA regulations generally requires that an educational institution maintain a record of all requests for access to and disclosures from education records, such recordation would not be required so long as the school was successful in its attempt to notify the student of a court order or lawfully issued subpoena in advance of compliance.

Recordkeeping requirement cite
34 CFR 99.32

Exception to prior disclosure and recordation requirements
Schools are not required to notify a student in advance or keep a record of the disclosure when the request is received in conjunction with ex parte orders and when this is specifically stated in the ex parte order. In addition, schools are not required to notify a student in advance or keep a record of the disclosure made in conjunction with a grand jury subpoena, and other law enforcement subpoenas when this is specifically stated in the subpoena.



Sample disclosure statement

If student records are requested by Department reviewers in the course of a program review, for instance, the school **must document in each student's** file that the student's records were disclosed to representatives of the Department. The easiest way for the school to do this is to photocopy a statement to this effect and include it in each student's file. A statement such as the following would be appropriate for a review of the FSA programs conducted by a Department regional office.

> *These financial aid records were disclosed to representatives of the U.S. Department of Education, Region __, on (Month/Day/Year) to determine compliance with financial aid requirements, under 34 CFR Part 99.31(a)(4).*

Redisclosure to other authorized parties

Limitations on redisclosure cite
34 CFR 99.33

When student information has been disclosed under 99.31(a)(4) concerning a student's financial aid, that party may generally not redisclose that information to additional parties, unless the disclosure is made on behalf of the school and meets one of the conditions listed in 34 CFR 99.31 and the redisclosure is recorded by the school. However, when a program review finds evidence that a student may have fraudulently obtained aid, this information may be redisclosed to the Department's Office of Inspector General (OIG) under FERPA's provision permitting disclosures in connection with financial aid in order to enforce the terms and conditions of the aid (34 CFR 99.31(a)(4)). (Thus, the OIG would not have to make a separate request to the school for the same information.)

Reminder

When redisclosure is anticipated, the additional parties to whom the information will be disclosed must be included in the record of the original disclosure. For instance, to continue the example for an FSA program review, the following statement might be added: *The School Eligibility Channel may make further disclosures of this information to the Department's Office of Inspector General, and to the U.S. Department of Justice, under 34 CFR 99.33(b).* Schools should check with the program review staff to find out if any redisclosure is anticipated.

As mentioned earlier, the financial aid office is usually not responsible for developing the school's FERPA policy. However, anyone involved in developing a school's policy or anyone who would like a copy of the Department's model notification for postsecondary schools, may review and download the notification from the Family Policy Compliance Office Web site at

www.ed.gov/policy/gen/guid/fpco/index/html

Ex Parte Orders

The recent amendment to FERPA permits educational agencies and institutions to disclose – without the consent or knowledge of the student or parent – personally identifiable information from the student's education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.

Recordkeeping change pursuant to an ex parte order

In addition to allowing disclosure without prior written consent or prior notification, this provision amends FERPA's recordkeeping requirements (20 U.S.C. 1232g(b)(4); 34 CFR 99.32). As a result, FERPA, as amended, does not require a school official to record a disclosure of information from a student's education record when the school makes that disclosure pursuant to an "ex parte" order. Rather, the school may respond to the specific requirements contained in the "ex parte" order.

Furthermore, an educational agency or institution that, in good faith, produces information from education records in compliance with an "ex parte" order issued under the amendment "shall not be liable to any person for that production."

Lawfully issued subpoenas and court orders

FERPA permits educational agencies and institutions to disclose, without consent, information from a student's education records in order to comply with a *lawfully issued subpoena or court order* in three contexts. These three contexts are:

1. Grand Jury Subpoenas – Educational agencies and institutions may disclose education records to the entity or persons designated in a Federal Grand Jury subpoena.
2. Law Enforcement Subpoenas – Educational agencies and institutions may disclose education records to the entity or persons designated in any other subpoena issued for a law enforcement purpose.

 For these subpoenas, the court may order the school not to disclose to anyone the existence or contents of the subpoena or the school's response. If the court so orders, then neither the prior notification requirements of 34 CFR 99.31(a)(9) nor the recordation requirements at 34 CFR 99.32 would apply. (In the case of an agency subpoena, the educational school has the option of requesting a copy of the good cause determination.)
3. Ex parte orders – Educational agencies and institutions may disclose, without consent or knowledge of the student or parent, personally identifiable information to the Attorney General of the United States or his designee in response to an *ex parte* order in connection with the investigation of a crime of terrorism. An *ex parte* order is an order issued by a court without notice to the adverse party.

Subpoena cites

20 U.S.C. 1232g(b)(1)(J)(i) and (ii), (b)(2)(B); 34 CFR. 99.31(a)(9)

All other subpoenas

In contrast to the exception to the notification and recordkeeping requirements described here, educational agencies or institutions may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action. Additionally, schools must comply with FERPA's recordkeeping requirements under 34 CFR. 99.32 when disclosing information pursuant to a standard court order or subpoena.

Health or safety emergency

Recordkeeping requirements for health and safety exceptions

FERPA's recordkeeping requirements apply to disclosures made pursuant to the health or safety exception.

The health or safety exception permits educational agencies and institutions to disclose personally identifiable information from a student's education record without the written consent of the student in the case of an immediate threat to the health or safety of students or other individuals. Typically, law enforcement officials, public health officials, and trained medical personnel are the types of parties to whom information may be disclosed under this FERPA exception.

Dear Colleague Letter

A Dear Colleague Letter on recent changes to FERPA is available at

http://www.ed.gov/policy/gen/guid/fpco/pdf/htterrorism.pdf

The Department consistently has limited the health and safety exception to a specific situation that presents imminent danger or to a situation that requires the immediate need for information from education records in order to avert or diffuse serious threats to the safety or health of a student or other individuals. Any release must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. Moreover, this exception is temporarily limited to the period of the emergency and generally will not allow for a blanket release of personally identifiable information from a student's education records.

Administrative Capability

CHAPTER 10

To participate in the FSA programs, a school must demonstrate that it is administratively capable of providing the education it promises and of properly managing the FSA programs. This chapter discusses the requirements a school must meet to demonstrate its administrative capability.

REQUIRED ELECTRONIC PROCESSES

The regulations require that a school be able to use the FSA electronic processes in order to be considered administratively capable of participating in the FSA programs. Your school may use software provided by the Department, such as *EDConnect* or *EDExpress*, or develop its own software, or rely on a third-party software vendor.

From time to time ED modifies the minimum system requirements schools must meet in order to participate in the Department's electronic processes. The Technical Specifications Table in the next section lists the minimum configurations required beginning in the 2005-2006 award year. When reviewing these specifications, a school should be aware that its system requirements (processor speed, RAM, hard-drive storage, etc.) will depend on which FSA functions the school uses, the number of records processed, and school database interfaces.

In order for a school to exchange data with the FSA Systems, it must have Internet access through its network or through an Internet Service Provider. If you use a third-party servicer to manage your student aid activities, you should ensure that the servicer apprises you of all new requirements posted on IFAP.

Summary of Required Processes

To be in compliance the administrative capability requirements of 34 CFR 668.16(o), a school must –

1. participate in the Student Aid Internet Gateway (SAIG);
2. use the E-App to submit and update the school's eligibility information;

Administrative capability cite
34 CFR 668.16

Electronic processes cite
34 CFR 668.16 (o)
DCL GEN-04-08, September 2004
Federal Register, 09-14-2004, 55418-55420

The FSA Assessment modules
that can assist you in understanding and assessing in your compliance with the provisions of this chapter are "Administrative Capability," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentApage4.html

"Satisfactory Academic Progress," at

http://ifap.ed.gov/qamodule/SAPModule/SAPModulepage2.html

and "Default Management ," at

http://ifap.ed.gov/qamodule/DefaultManagement/DefaultManagementpage21.html

Questions

If you have questions about EDConnect or EDExpress, you may contact CPS/SAIG Technical Support at

(800) 330-5947

TDD (800) 511-5806

Or you can email them a question at

CPSSAIG@ed.gov.

The email address for NSLDS Customer Service is –

NSLDS@pearson.com

You can email all COD questions to

CODSupport@acs-inc.com

Optimal configurations

Although all of the designated electronic processes can be performed using the minimum configuration, we strongly recommend the optimal configuration, particularly in cases where a school sends or receives 4,000 or more records in an XML document (batch). This is because the new XML file formats used by EDExpress and COD (and in the future by CPS) are larger and require greater storage and computing power. For the same reason, we would encourage a school to consider moving away from "Dial-up" and instead use a high-speed Internet connection. Doing so will significantly reduce both transmission time and transmission interruptions.

3. use the FISAP Web site to file required reports for the Campus-Based programs (see Volume 6);
4. electronically receive Institutional Student Information Records (ISIRs) from the Central Processing System (CPS) using the SAIG;
5. use the SAIG or FAA Access to submit a Free Application for Federal Student Aid (FAFSA) to the CPS on behalf of an applicant, or to submit corrections or updates to FAFSA data, (e.g. adding the school's federal school code to a student record);
6. submit to the National Student Loan Data System (NSLDS) the school's Federal Perkins Loan data, student enrollment records, FSA program overpayments, and NSLDS Transfer Student Monitoring records;
7. use the Information for Financial Aid Professionals (IFAP) Web site to review Dear Colleague Letters, announcements, or Federal Registers;
8. electronically submit the school's annual compliance and financial statement audits, and any other required audits; and
9. use the Default Management Web site to receive its draft and official cohort default rate data electronically.

Beginning with the 2005-2006 award year, schools must use the SAIG and the Extensible Markup Language (XML) common record that complies with the published schema for the corresponding award year to send and receive origination and disbursement data for the Federal Pell Grant Program and the Federal Direct Loan Program.

Information for Financial Aid Professionals (IFAP)

Program information such as Dear Colleague/Partner letters, announcements, and Federal Registers, previously mailed to participating institutions, is now communicated, for the most part, through our IFAP Web site. One of the features of this Web site is its notification service, which makes it possible for you sign up to receive an e-mail summarizing recent postings to IFAP. (Go to "Member Services" on IFAP.)

The IFAP Web site is located at

http://ifap.ed.gov/

Once you've registered and obtained a password, you can register for the notification service under *Subscription Options*.

SYSTEM CONFIGURATIONS		
	Minimum Configuration	**Optimal Configuration**
IBM or Fully IBM compatible PC	1.2 GHz Processor	2.8 GHz/333 MHz Processor
	512 MB RAM	1 GB RAM
	60 GB Hard Drive	80 GB Hard Drive
	48x CD-ROM Drive (CD-RW recommended)	48x CD-ROM Drive (CD-RW recommended)
	Windows compatible keyboard and mouse	Windows compatible keyboard and mouse
Monitor and Video Card	Capable of Super Video Graphics Adapter (SVGA) resolution (800x600) or higher	Capable of Super Video Graphics Adapter (SVGA) resolution (800x600) or higher
Internet Connection	56 Kbps Modem (meets or is upgradable to V.90 standard)	High speed Internet connection (e.g., DSL, cable)
Printer	Laser printer capable of printing on standard paper (8.5" x 11")	Laser printer capable of printing on standard paper (8.5" x 11")
Operating System	Windows 2000 or Windows XP Professional recommended (FSA will support Windows 98/98SE/ ME only until June 30, 2006.)	Windows 2000 or Windows XP Professional recommended (FSA will support Windows 98/98SE/ ME only until June 30, 2006.)

ADMINISTRATIVE REQUIREMENTS FOR THE FINANCIAL AID OFFICE

Coordinating official

A participating school must designate a capable individual to administer the FSA programs and to coordinate aid from these programs with all other aid received by students attending the school. To properly package and most effectively use the various types of student assistance (federal, school, state, private, etc.), the coordinating official must be aware of all aid received by students attending the school, regardless of the source. When creating a student's financial aid package, in order to ensure that a student's aid does not exceed his or her need, an aid administrator must include aid the student is receiving from external sources as well as institutional aid and FSA program assistance. Therefore, **a school's operations must be administered in a way that ensures all the information the school receives that might affect a student's FSA eligibility is communicated to the coordinating official and to the financial aid office.**

Capable individual defined

An individual is "capable" if he or she is certified by the state in which the school is located, if state certification is required. Other factors affecting capability include the individual's successful completion of FSA program training provided or approved by the Department, and previous experience and documented success in FSA program administration.

Conflicting information does not include such things as –

1. a household size that differs from number of exemptions on a tax return;
2. dependency under IRS rules vs. ED definition of dependency;
3. a roster of candidates for an outside scholarship, as opposed to a list of recipients;
4. privacy protected information, such as information from professional counselors, chaplains, doctors, etc.;
5. assumptions made by the CPS;
6. a FAFSA filed using estimated income; and
7. a student who has an expired INS document, but secondary confirmation match is successful.

Important

Death of a student

If a student dies during the award year, the school isn't required to resolve conflicting information.

Clarification

Conflicting information may include information related to a student's eligibility such as –

- citizenship status,
- accuracy of SSN,
- default or overpayment status,
- changes in student's academic status (including grade level progression),
- COA elements,
- other student financial assistance or resources, and
- inconsistent information used in calculating the student's EFC.

Consistency of information

A school must have a system of identifying and resolving discrepancies in all FSA-related information received by any school office. **A school must resolve discrepancies for all students, not just those selected for verification.**

Resolution includes —

- ♦ determining what information is correct, and
- ♦ documenting the school's findings in the student's file.

Such a system must include a review of —

1. all student aid applications, need analysis documents, MRRs, POPs from COD, Statements of Educational Purpose, Statements of Registration Status, and eligibility notification documents presented by or on behalf of each applicant;

 Even if a school has previously verified the information on a student's SAR/ISIR, the school must review all information on subsequent SARs/ISIRs, and resolve discrepancies.

2. any documents, including any copies of state and federal income tax returns, that are normally collected by the school to verify information received from the student or other sources; and

3. any other information submitted or normally available to the school regarding a student's citizenship, previous educational experience, documentation of the student's social security number or other factors relating to the student's eligibility for funds under FSA programs.

 For instance, if a student receives veterans benefits through one school office, that office must notify the aid administrator of these benefits to ensure that the amounts are correctly reported on the student's aid application and are counted as a resource for the Campus-Based programs and estimated financial assistance for the Direct Loan and FFEL programs. Other examples include –

- a school's admissions or registrar's office must provide the aid office with any information it has that might affect a student's eligibility such as the student's enrollment in an ineligible program, or enrollment in summer classes immediately preceding a fall term of enrollment; and
- a school's business office must inform the aid office whenever it receives information about a student receiving an outside scholarship.

There is a distinction between how long you need to be alert for conflicting information and how long you have to actually resolve a conflict. Even if the processing year has ended, you must continue to resolve conflicting information unless —

1. all aid for period of enrollment has been disbursed, and
2. at the time of disbursement, there was no conflicting information, and
3. student is no longer enrolled at the school (and is not intending to reenroll).

You may not ignore a document in your files unless a student is no longer enrolled. If you have conflicting information in your files, you must resolve it as expeditiously as possible.

If you become aware of conflicting information for a student who is no longer enrolled, and there is aid to be disbursed, you must resolve the conflict before making the late or postwithdrawal disbursement.

If aid (that school was unaware of) is received after the end of a period of enrollment for a student who is intending to reenroll, assuming the student reenrolls in the next award year, that aid must be treated as resource/EFA for the subsequent period of enrollment.

Remember, if any office at your school has information that might affect a student's eligibility for FSA funds, it must provide that information to the school's designated coordinating official. That individual in turn must forward it to the financial aid office where procedures must be in place to ensure that any conflicting information is resolved and documented before the student receives any (or any additional) FSA funds.

Sources of conflicting information include –

- unsolicited tax returns or schedules,
- information provided by the student to the financial aid office,
- supplemental financial aid applications,
- other offices within the school,
- offices at other educational institutions (not just aid offices),
- ED,
- scholarships and information from outside sources,
- state agencies such as Voc. Rehab., WIA, State Scholarship Agencies, etc.,
- tips from outside sources,
- transcripts from other postsecondary, institutions,
- SARs or ISIRs,
- verification,
- C Flags,
- Reject Codes, and
- Comment Codes.

Discrepant tax data

Because conflicting data often involve tax information, FAAs must have a fundamental understanding of tax issues that can affect need analysis. You should know –

1. whether an individual is required to file a tax return;
2. an individual's correct filing status; and
3. only one person can claim another as an exemption.

Publication 17 of the IRS, Your Federal Income Tax, is a useful resource for the aid office. You can view it on the Web at

www.irs.gov

or you can call the IRS at

800-829-3676

to order a copy.

For additional information on resolving tax issues, please see Volume 1 – Student Eligibility.

Schools must sign up to receive Roster Files through

https://www.fsawebenroll.ed.gov/PMEnroll/index.jsp

Enrollment Reporting Requirements

34 CFR 682.610 FFEL
34 CFR 685.309(b) Direct Loans
"Dear Colleague" letter GEN-96-5
"Dear Colleague" letter GEN-96-17

Enrollment Reporting/SSCR Technical References

For more information on reporting enrollment information to NSLDS, including record layouts, error codes, etc. , see the **Enrollment Reporting Guide** (formerly the SSCR User's Guide**),** which is available online on the **ifap.ed.gov** site (listed alphabetically under "Current Publications by Title").

If you will be using the SSCR software package for Enrollment Reporting, see the **SSCR Technical Reference,** which includes record layouts, error codes, etc. and is available in Word and PDF formats at: **www.fsadownload.ed.gov**

Updating enrollment information on the Web

You can create or update student enrollment status by using the "Enroll" tab on the NSLDS Web site for aid professionals:

https://www.nsldsfap.ed.gov/

Support: **1-800-999-8219**

Enrollment Status Codes

These codes are listed in the Record Layouts in the SSCR Technical Reference. Data submitted to the Student Loan Clearinghouse uses most of these codes.

A = Approved Leave of Absence
D = Deceased
F = Full time
G = Graduated
H = Half time or more, but less than full time
L = Less than half time
W = Withdrawn (voluntary or involuntary)
X = Never attended
Z = Record not found

Exchanging information on borrowers

All schools participating (or approved to participate) in the FSA programs **must** have some arrangement to report student enrollment data to the National Student Loan Data System (NSLDS) through a Roster file (formerly called the Student Status Confirmation Report or SSCR). Student enrollment information is extremely important, because it is used to determine if the student is still considered in school, must be moved into repayment, or is eligible for an in-school deferment. For students moving into repayment, the out of school status effective date determines when the grace period begins and how soon a student must begin repaying loan funds.

At scheduled times during the year, not less than semiannually, NSLDS sends Roster files electronically to your school (or its designated servicer) through its SAIG mailbox. The file includes all of the school's students who are identified in NSLDS as Stafford (Direct and FFEL) borrowers (or the beneficiaries of a PLUS loan). The file is not necessarily connected to loans made at your school—you also must report information for students who received some or all of their FSA loans at other schools but are currently attending your school.

Your school (or servicer) must certify the information and return the Roster file within 30 days of receiving it. You may also go to **www.nsldsfap.ed.gov** and update information for your students online. You're required to report changes in the student's enrollment status, the effective date of the status and an anticipated completion date. Changes in enrollment to less than half time, graduated or withdrawn must be reported within 30 days. However, if a Roster file is expected within 60 days, you may provide the data on that roster file.

If the Roster file that you are returning contains records that don't pass the NSLDS Enrollment Reporting edits, you will receive a response file with the records that didn't pass. Within 10 days, you'll need to make the necessary corrections to these records and resubmit them. If you are using a servicer, you may need to assist the servicer in correcting these errors. Please remember that your school is ultimately responsible for notifying NSLDS of student enrollment changes.

If your school reports enrollment data to the NSLDS, it does not have to complete SSCRs received directly from guaranty agencies. (Receiving an SSCR report from a guaranty agency may be an indication that your school has not reported to NSLDS within the last six months.) However, you must still respond to requests for borrower information from guaranty agencies, lenders, and loan servicers. You must continue to provide loan holders and loan servicers with a borrower's enrollment status and other information needed to locate the borrower for deferment and other repayment purposes.

Providing borrower information at separation

Within 60 days after the exit counseling session, your school must provide the Direct Loan Servicing Center or the guaranty agency that was listed in the borrower's student aid records any updated information about: the borrower's name; address; references; future permanent address; Social Security Number; the identity and address of the borrower's expected employer, the address of the borrower's next of kin, and the borrower's driver's license number and state of issuance.

Information about delinquency and default

To promote loan repayment, DL schools are encouraged to notify the Direct Loan Servicing Center if they receive new information about a delinquent borrower's location or employment. The Direct Loan Servicing Center sends participating schools a monthly electronic report of all delinquent and defaulted Direct Loan borrowers who took out loans while attending the school. The report, which contains the borrowers' names, addresses, and phone numbers, is organized by the number of days past due so that schools can contact and counsel borrowers to avoid default. The school may also wish to work with borrowers who have defaulted on their Direct Loans to help these borrowers bring their loans out of default.

An FFEL school may make agreements to provide the holders of delinquent loans with information about the delinquent borrower's location or employment. An FFEL school may also try to contact the borrower and counsel him or her to avoid default.

FFEL schools may ask a guaranty agency to provide information about students who were enrolled at the school who have defaulted on their Stafford loans. The guarantor may not charge for this information. The school may also ask the guarantor to notify the school whenever a lender requests default aversion assistance on a loan made at your school, and provide the borrower's name, address, and social security number. (The guaranty agency may charge a reasonable fee for this service.) Your school may only use the information to remind the borrower to repay his or her loan(s).

If you've requested it, the guaranty agency must also notify your school when loans to its students are sold, transferred, or assigned to another holder. (The notification must include the address and telephone number of the new loan holder.) This notification requirement only applies to loans that are in the grace period or in repayment, and only if your school was the last school the borrower attended before the loan entered repayment. (For instance, if a student received several Stafford loans while earning a bachelor's degree at your school, but pursued a master's degree at another school before those loans entered repayment, the guarantor is not required to notify you if the loan is sold.)

Privacy: Sharing Student Records with Lenders

A student authorizes his or her school to release information to lenders by signing the promissory note as part of the loan application process. This authorization covers information relevant to the student's or parent's eligibility to borrow as well as locating the borrower. Examples of such information are enrollment status, financial assistance, and employment records.

Loan information from the guarantor

Upon request, the guarantor must inform the school of students in default on FFELs.
34 CFR 682.401(b)(24)

If the lender requests preclaims assistance, the guarantor must inform the school of this request, if the school has requested such notification.
34 CFR 682.404(a)(4)
Sec. 428(c)(2)(H) of the HEA

The guarantor must notify the school when a loan made at that school changes hands, if the school requests such information.
Sec. 428(b)(2)(F) of the HEA
34 CFR 682.401(b)(25)

Counseling

Schools must provide adequate financial aid counseling to all enrolled and prospective students and their families. In addition, schools must also provide entrance and exit counseling for student borrowers in the Perkins, FFEL, and Direct Loan programs. For a complete discussion of loan counseling requirements, see chapter 6 in this volume, and Volume 6 – Campus-Based Programs and the Direct Loan entrance and exit counseling guides.

Adequate staffing

To manage a school's aid programs effectively, the aid administrator must be supported by an adequate number of professional, paraprofessional, and clerical personnel. An *adequate* staff depends on the number of students aided, the number and types of programs in which the school participates, the number of applicants evaluated and processed, the amount of funds administered, and the type of financial aid delivery system the school uses. What may be adequate at one school may be completely insufficient at another. The Department will determine, on a case-by-case basis, whether a school has an adequate number of qualified persons, based on program reviews, audits, and information provided on the school's application for approval to participate in the FSA programs.

System of checks and balances

In addition to having a well-organized financial aid office staffed by qualified personnel, a school must ensure that its administrative procedures for the FSA programs include an adequate system of internal checks and balances. This system, at a minimum, must separate the functions of authorizing payment and disbursing or delivering funds so that no one person or office exercises both functions for any student receiving FSA funds. Small schools are not exempt from this requirement even though they may have limited staff. Individuals working in either authorization or disbursement may perform other functions as well, but not both authorization and disbursement. These two functions must be performed by individuals who are not members of the same family and who do not together exercise substantial control over the school. If a school performs any aspect of these functions via computer, no one person may have the ability to change data that affect both authorization and disbursement.

While electronic processes enhance accuracy and efficiency, they also can blur separation of functions so the awarding and disbursement occur virtually simultaneously. Schools must set up controls that prevent an individual or an office from having the authority (or the ability) to perform both functions. In addition, your

Family defined
A member of an individual's family is a parent, sibling, spouse, child, spouse's parent or sibling's, or child's spouse.

Definition of control cite
34 CFR 600.31(b)

Ownership interest cite
34 CFR 668.15(f)

For further guidance on the separation of functions, contact the appropriate School Participation Team found at the end of chapter 12.

system also should have controls that prevent cross-functional tampering. For example, financial aid office employees should not be able to change data elements that are entered by the registrar's office. Finally, your system only should allow individuals with special security classifications to make changes to the programs that determine student need and awards, and it should be able to identify the individuals who make such changes.

OIG Referrals

Department regulations (34 CFR 668.16(g)) require a school to refer to the Department's Office of Inspector General (OIG) any credible information indicating that an applicant for Federal Student aid may have engaged in fraud or other criminal misconduct in connection with his or her application.

Commonly falsified items include
false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures of certifications, and false statements of income.

Remember that fraud is the intent to deceive as opposed to a mistake. If you suspect such intent on the part of a student, report it to the OIG by phoning –

1-800-MISUSED

Schools must also refer to the OIG any third-party servicer who may have engaged in fraud, breach of fiduciary responsibility, or other illegal conduct involving the FSA Programs.

It is always appropriate for a financial aid administrator to consult with a school's legal counsel prior to referring suspected cases of fraud or misconduct to an agency outside of the school. Additional information on IG referrals is available in *Volume 1 — Student Eligibility*.

For a discussion of applying SAP standards to individual students, please see Volume 1 – Student Eligibility.

SAP cites
34 CFR 668.16(e), 34 CFR 668.32(f), 34 CFR 668.34

Academic amnesty/renewal
Some schools have Academic Amnesty/ Renewal procedures through which a student can apply to have credits attempted and grades earned in previous semesters excluded from the calculation of the student's grade-point average. The FSA program regulations make no provision for the concept of academic amnesty or academic renewal. Therefore, a school must always include courses applicable to a student's major (whenever taken) in evaluating a student's satisfactory academic progress (SAP).

SATISFACTORY ACADEMIC PROGRESS

Two requirements for institutional eligibility are directly related to student eligibility — satisfactory academic progress and financial aid history. An eligible school must have a policy and a procedure for measuring the academic progress of its students. A school must have a satisfactory academic progress (SAP) policy that:

1. for an FSA recipient, is the same as or more strict than the institution's standards for a student enrolled in the same educational program who is not receiving assistance under an FSA program; and

2. includes the following elements –

- a **qualitative component** consisting of grades that are measurable against a norm;

 A school must include in its written policies information about the following if it allows for —

 a. course repetitions where only the most recent grade is counted; or

 b. course repetitions where both credits and grades from previous attempts are deleted; or

 c. course repetitions where only the highest grade is counted.

 A school can exclude grades for prior attempts (*repeat/ delete*) when calculating a student's GPA, but it must include the credits from all attempts when calculating the maximum time frame (150%).

Graduated Qualitative Standard Examples

Guerrero University requires students to have a 2.0 GPA to graduate. A student who has completed 30 semester hours or less must have a 1.6 GPA, and a student who has completed 31 to 60 semester hours must have a 1.8 GPA. Students who have completed more than 60 semester hours must have a 2.0 GPA. In her first year at Guerrero University, Emma takes 28 semester hours, and her GPA is 1.9. Because her GPA is higher than 1.6, she meets this component of Guerrero's satisfactory progress standards.

Owen is also attending Guerrero, and has been attending part time. At the end of his second year at Guerrero, he's taken 24 semester hours, and his GPA is 1.7. Owen also satisfies a second part of Guerrero's satisfactory progress standards, because his GPA is higher than 1.6. Although Owen has less than a C average or equivalent at the end of his second academic year (Guerrero considers 2.0 to be the equivalent of a C average), he's still making satisfactory progress because he meets the standards required by Guerrero for a student with less than 31 semester hours. However, if his GPA doesn't improve by the time he completes those 31 hours, he'll no longer be making satisfactory progress.

- a **quantitative component** that consists of a maximum timeframe in which a student must complete his or her educational program; (For an undergraduate program, the timeframe must be no longer than 150% of the published length of the educational program.) A student who is maintaining a high GPA by withdrawing from every course he attempts after the first year could meet a qualitative standard but wouldn't be progressing towards graduation. Therefore, an SAP policy must also include a quantitative measure.

- specific **policies defining the effect of incomplete course grades, withdrawals, repetitions, and noncredit remedial courses** on satisfactory progress;

 A school must define in its SAP policy the effect of both ESL courses (not part of an ESL program) and remedial courses on both the qualitative and maximum timeframe components.

 A school may establish reasonable rules that address students who initially enroll in specific courses but modify that enrollment within a very limited timeframe. However, **a school may not have a policy that excludes courses in which a student has remained past the drop/add period and earned a grade of "W" (or its equivalent) from its calculation of a student's maximum timeframe**.

- rules for both undergraduate and graduate students who change majors, as well as for students who seek to earn additional degrees;

 Generally the quantitative and qualitative standards used to judge academic progress include all periods of the student's enrollment. Even periods in which the student did not receive FSA funds must be counted. However, a school may have a policy that for a student who changes majors, it will not include in the calculation of a student's SAP standing the credits attempted and grades earned that do not count toward the student's new major. **This policy must be specified in writing in its policies and procedures.**

 Similarly, a school must at least count those transfer credits that apply toward the current program (though it may count all credits from the previous school). A school cannot set a maximum timeframe based on hours attempted and then have a policy to routinely exclude certain hours attempted, such as hours taken during a summer session, from the SAP review. In determining this requirement, make sure to include summer enrollment.

Counting Repeated Courses in SAP

If a school has a written policy that allows only the highest or most recent grade to be counted or both credits and grades from previous attempts to be deleted, it may exclude a grade for a prior attempt when considering the qualitative SAP standard, but it must count the credits attempted when considering the quantitative SAP standard.

SAP may not exclude all "W" grades

A SAP policy that excludes all "W" grades from credits attempted is not a reasonable interpretation of a quantitative component established to measure a student's progress toward the completion of a program.

A student who receives a grade for course participation has attempted to complete the course, and, in this case, the assignment of a "W" grade indicates that the student has failed in that attempt.

"C" average required after 2 years

A student enrolled in an program of study of more than 2 academic years must, once the student has been enrolled for two academic years, have a "C" average or its equivalent, **or have an academic standing consistent with the institution's requirement for graduation**. If your school does not use letter grades, it must define the equivalent of a "C" average.

While a student must achieve the required standard by the end of the student's second year, the school must review progress in segments no longer than one institutional academic year.

See "Volume 1 - Student Eligibility" for more information on SAP.

Maximum timeframe for graduate programs

The 150% maximum time frame does not apply to graduate programs. However, an eligible school offering graduate programs must develop, disseminate, and consistently apply a policy defining the maximum timeframe graduate students have to complete their programs.

First Year Progress

Credits required	21
1st semester	0
+ 2nd semester	15
= completed credits	15hrs.

Second Year Progress

Credits required	42
previous completed credits	15
+ 2nd year credits	27
= completed credits	42hrs.

First Increment Progress

Credits required	8
1st class credits	4
+ 2nd class credits	0
+ 3rd class credits	4
= completed credits	8 hrs.

Quantitative Standard Example

Students in Brandt College's bachelor's degree program are required to complete 120 credits. Brandt requires all students to enroll in 15 credits each semester. Most students complete the program in four years (eight semesters). Brandt sets a maximum timeframe of six years (150% of the published length of four years), and uses a year as an increment. Brandt requires students to successfully complete at least 21 credits by the end of the first year, and an additional 21 credits for each increment after that. Brandt reviews SAP once each year, and has a one-year SAP probationary period.

Lydia enrolls for her first year at Brandt, and fails all her courses in the first semester. Even if she successfully completes all her courses in the second semester, she won't be making satisfactory progress at the end of the first increment, because she'll have completed only 15 credits (15 as opposed to 21 of 30). If she continues into the second year and successfully completes all but one of her courses (27 credits total), she'll meet the satisfactory progress standards by the end of the second increment (42 credits successfully completed).

Sarven Technical Institute has a 24 semester hour program that a full-time student can complete within one year. Because many students attend part time, Sarven decides to use a maximum timeframe based on the length of the program in semester hours attempted. Using the 150% maximum, Sarven's policy states that a student must complete the program by the time he or she has attempted 36 semester hours. Sarven uses increments of 12 semester hours. In order to successfully complete 24 semester hours within the maximum timeframe, the student must successfully complete 8 semester hours by the end of each increment.

Allen enrolls in this program. He enrolls in one class at a time, and each class is worth 4 semester hours. After he has enrolled in 3 classes (12 semester hours), Sarven must check to see if he's successfully completed enough work in that increment to be making satisfactory progress. Allen completes the first and third course, but fails the second. Because he completed 8 semester hours (2 courses) in this increment, he's making satisfactory progress.

Quantitative Standard Percentage Example

A school that offers a 4-year program could allow students a maximum time frame of 6 years to complete the program. Frisson College decides to allow students a maximum timeframe of 5 years for its 4-year microbiology program. Frisson uses the semester as the increment for measuring satisfactory progress. In order to allow students to complete the program within the maximum timeframe, Frisson requires students to complete 80% of the work attempted by the end of each increment (4÷5=.8).

Two students, Andrew and Malia, are enrolled in this microbiology program. In the first year, both students enroll in 15 credits per semester. At the end of the first semester, Andrew has earned 12 credits and Malia has earned 15 credits. At the end of the second semester, Andrew has earned a total of 21 credits and Malia has earned a total of 30 credits.

To be making satisfactory progress, Andrew and Malia must have completed 80% of the credits attempted by the end of the increment. For the first semester, they must complete 12 credits (80% x 15 credit hours attempted = 12 credit hours). Because both students successfully completed at least 12 credit hours in their first semester, they both were making satisfactory progress.

By the end of the second semester, they must have completed 24 credits (80% x 30 credit hours attempted = 24 credit hours). Malia is still making satisfactory progress at the end of the second semester, but because he only completed 21 credits, Andrew is not making satisfactory progress.

In the second year Malia again enrolls for 30 credits, but Andrew only enrolls for 15 credit hours for the year. Andrew successfully completes all these credit hours, so he has earned 36 credits of 45 attempted. Malia completes 51 credits by the end of the second year.

To be making satisfactory progress by the end of the second year, Andrew must have completed 36 credits (80% x 45 credit hours attempted = 36 credit hours). Therefore, he is once again making satisfactory progress at the end of the second year. After the end of the second year, Malia must have completed 48 credit hours (80% x 60 credit hours attempted = 48 credit hours). Malia was also making satisfactory progress at the end of the second year.

First Year Progress

Credits required	
completion standard	80%
x credits	30
= completed credits	24hrs.

Second Year Progress

FT student - Malia	
previous attempted credits	30
+ 2nd year credits	30
x completion standard	80%
= completed credits	48hrs.
HT student - Andrew	
previous attempted credits	30
+ 2nd year credits	15
x completion standard	80%
= completed credits	36hrs.

Completed program, no degree
A school's policy can state that a student who has completed all the coursework for her degree or certificate but hasn't yet received the degree or certificate can't receive further aid for that program. This restriction can't simply be a limit on the number of hours completed, for instance, that the student isn't eligible once she has completed 120 semester hours for a program that requires 120 semester hours. The student must have actually completed the academic requirements for the degree or certificate she is pursuing.

- **measurement in increments;** To ensure that a student makes sufficient progress throughout the course of study, your academic progress policy must divide the maximum timeframe into equal evaluation periods called increments. An increment can't be longer than half the program or one academic year, whichever is less. For example, for a 700-clock-hour program, an increment must not exceed 350 clock hours. For a 2,000-clock-hour program, an increment must not exceed 900 clock hours if the school defines the academic year as 900 clock hours. Increments generally coincide with payment periods.
- a schedule established by the school designating the **minimum amount of work** that a student must complete at the end of each increment;

 This minimum must be sufficient to allow the student to complete the program within the maximum timeframe.

 You don't have to set a fixed number of hours or credits that must be completed in each increment. Instead, you can require the student to complete a certain percentage of the hours or credits she attempts. By setting a percentage rather than a fixed number of hours or credits, you can easily adjust for differences in enrollment status from student to student or from one year to the next.

 Your academic progress policy may use a graduated completion percentage for each year of enrollment. For instance, your policy can permit students to complete a lower percentage in the first academic year but require them to complete a gradually increasing percentage in subsequent years. This will ensure that the student completes the program within the maximum timeframe.

 However, if at any point it's clear the student will not be able to meet the quantitative standard by graduation, the student becomes ineligible for aid.

 At some schools (mainly clock-hour schools), a student is given credit for every hour attended, so that the hours attempted equal the hours earned. In such cases the quantitative standard must be based on calendar time (in weeks or months).
- provisions to **determine at the end of each increment** whether the student has met the qualitative and quantitative components of the standards or exceeded the maximum timeframe;
- provisions for **consistent application** of the standards to all students within categories, e.g., full-time, part-time, undergraduate, and graduate students, and educational programs established by the school;

Calendar Time Quantitative Standard Example
Lem Community College has a 900-clock-hour program that normally takes 8 months to complete. Lem allows a maximum timeframe of 12 months to complete the program. Lem divides this time frame into increments of 4 months (which is half the published length of the program). In order to complete the entire program within 12 months, the student must complete 300 clock hours in each increment. Lem's satisfactory progress standards therefore require the student to attend 300 clock hours within the first 4 months (the first increment), 600 clock hours by the end of the second increment (after 8 months), and 900 hours by the end of the 12-month maximum timeframe.

- specific procedures through which a student may **appeal** a determination that the student is not making satisfactory progress;

 Your school may permit appeals of adverse SAP determinations for mitigating circumstances, If you do, your school's written SAP policy must explain the mitigating circumstances and the appeals procedures.

 When you approve an appeal for mitigating circumstances you are suspending the SAP standards for that student. You are not eliminating or disregarding one or more grades or credits attempted in its calculation of a student's SAP standing. The student's permanent academic record has not been modified. So, when you grant an appeal, you are acknowledging that, because of the documented unusual circumstances, the student continues to be FSA eligible even though he or she falls below your school's SAP standard.

 Conditional or probationary periods. Your school's policy can also include a limited conditional or probationary period during which a student who doesn't meet your school's SAP standards can continue to receive FSA funds.

- A school must have a process that contains specific procedures through which a student can reestablish that he or she is maintaining satisfactory progress. They must describe that process in their published information.

 The requirement that a student complete a number of credits, or enroll for a number of academic periods without receiving Federal Student Aid, and the requirement that a student interrupt his or her attendance for one or more academic periods may be components of a school's SAP policy. However, **neither paying for one's classes, or sitting out a semester in themselves affect a student's SAP standing.** Therefore, neither, by itself or in combination is sufficient to reestablish the FSA eligibility of a student who has lost his or her eligibility because he or she has failed to satisfy a school's standard of Satisfactory Academic Progress.

 Consider a student who loses his or her eligibility for FSA funds because the student fails to satisfy a school's standard of satisfactory academic progress. Other than when an appeal is granted for unusual or mitigating circumstances, a student can reestablish eligibility only by taking action that brings the student into compliance with the qualitative and quantitative components of the school's standard including the maximum timeframe.

 A discussion of applying a satisfactory academic progress policy to a student's academic history can be found in *Volume 1 — Student Eligibility.*

Eligibility for FSA aid is predicated on the maintenance of SAP. It is not affected by whether or not a student receives aid during a previous period.

Example: probationary period

As part of its satisfactory progress policy, Lem Community College has a provision for academic probation. The first time a student fails to meet the satisfactory progress standards, she receives a notice from the school and is put on academic probation for one term or payment period. The student can receive aid during this period, but isn't allowed to enroll more than half time. If the student doesn't meet the satisfactory progress standards at the end of the probationary term, she loses eligibility for any subsequent payments until she meets the satisfactory progress standards again. Note that Lem does not have a probationary period that simply requires the student to not attend school for a time; absence does not restore eligibility.

If a student's eligibility is restored as a result of the appeal, the school must reevaluate the student's SAP within one year. A school may establish increments that are shorter than one year.

FINANCIAL AID HISTORY

Financial aid history cite
34 CFR 668.19
DCL GEN-00-12
DCL GEN-01-09, July 2001 (including July 16, 2001, update)

A school must consider a student's financial aid history in making FSA program awards. The regulations **require** that schools use NSLDS data to obtain information about a student's financial aid history.

In order to receive students' financial aid history, **your school must register** for the *Transfer Student Monitoring Process*.

Transfer student monitoring process
You must verify the eligibility of transfer students for FSA funds. You may either check the student's financial aid history on the NSLDS Web site for professionals, or wait seven days after you've submitted the student's information for monitoring to receive a response from NSLDS.

To begin using the "inform" feature, you must designate a contact on the "School Transfer Profile" page at

www.nsldsfap.ed.gov

Through the transfer student monitoring process, NSLDS will monitor a transfer student's financial aid history and alert you to any relevant changes — other than the default and overpayment information reported in the postscreening process — that may affect the student's current award(s).

You must send NSLDS identifying information for students transferring to your school so that NSLDS can use transfer monitoring to notify you of changes to the student's financial aid history. You may send information for students who have expressed an interest in attending your school, even if they have not yet formally applied for admission.

You can find a complete discussion of this requirement and the transfer student monitoring process in *Volume 1 — Student Eligibility*.

COHORT DEFAULT RATES

The eCDR Process
The official FY2003 default rates will be sent in electronic form (as a plain-text message) to all domestic schools in the fall of 2005. You must enroll in the eCDR process by June 1, 2005, using the enrollment form at:

www.fsawebenroll.ed.gov

On this Web page, choose "Enroll" and then select the radio button for "Modify Existing Services for a Destination Point."

The default rates will continue to be mailed to foreign schools.

Generally speaking, a cohort default rate (CDR) is the percentage of a school's student borrowers who enter repayment on Stafford loans during a particular fiscal year and who default before the end of the next fiscal year. (There are other criteria and exceptions — see the complete definition in the Cohort Default Rate Guide.) In addition, separate CDRs are calculated for a school's Perkins loans.

Default rates on the Web at

www.ed.gov/offices/OSFAP/defaultmanagement/index.html

The Department releases draft default rates in February to allow schools an opportunity to review and correct the data that will be used to calculate their official cohort default rates. In the early fall of each year, the Department issues the official cohort default rates. The rates that were issued in September 2004, were based on the cohort of students who entered repayment in fiscal year 2002 (the federal fiscal year runs from October 1, 2001 – September 30, 2002). These rates will be electronically delivered to schools and posted on the Web.

The fiscal year 2003 rates will be issued in the fall of 2005. If your school is located in the U.S., you must enroll for electronic delivery of the rates (see sidebar note for instructions).

If your school has a default rate above established thresholds, it may be subject to certain sanctions. For more information, please refer to the Cohort Default Rate Guide.

Effect of default rates

A school is **not** administratively capable when

- the cohort default rate for Perkins loans made to students for attendance at the school exceeds 15% (see *Volume 6 – Campus-Based Programs* for details), or
- the cohort default rate for Federal Stafford/SLS loans or for Direct Loans made to students for attendance at the school equals or exceeds 25% for one or more of the three most recent fiscal years or if the most recent cohort default rate is greater than 40%.

In addition to affecting a school's administrative capability and limiting the school's participation in the FSA programs, a high default rate may make a school ineligible to participate in the FFEL, Direct Loan, Federal Pell Grant, or Perkins program or cause the Department to limit, suspend, or terminate a school's participation in the FSA programs. For detailed information on default requirements refer to the Cohort Default Rate Guide that the Department provides to schools.

At its discretion, the Department **may** provisionally certify a school that would not be administratively capable solely because of its high default rate (34 CFR 668.16(m)(2)(i)).

Default Management responds to questions about FFEL/DL cohort default rates, and reviews FFEL/DL cohort default rate challenges, adjustments, and appeals. It also provides training and publications on FFEL/DL cohort rate calculations and the challenge/adjustment/appeal process. Default Management's Web site is

http://ifap.ed.gov/DefaultManagement/DefaultManagement.html

Cohort Default Rate Guide

For more technical information on default rates, please refer to the **Cohort Default Rate Guide**. The Guide is updated continuously on the IFAP Web site.

http://ifap.ed.gov/IFAPWebApp/currentDRMaterialsPag.jsp

Questions about Cohort Default Rates

Telephone

202/377-4259

email

FSA.Schools.Default.Management@ed.gov

Default rates and suspension cite

34 CFR 668.16(m)(1)

Consequences of default cite

34 CFR 668.187

Contacting Default Management

Phone: 202-377-4258
Hotline: 202-377-4259
FAX: 202-275-4511
E-MAIL: fsa.schools.default.management@ed.gov

Default management plan

Default Management Plan in the regulations cite
34 CFR 668, Subpart M, Appendix B

New schools are required to develop a default management plan prior to certification. In addition, a school that undergoes a change in ownership that results in a change in control or a school that changes its status as a main campus, branch campus, or additional location must also develop a default management plan.

Exemption from default management plan cite
Sec. 487(a)(14)(C)
34 CFR 668.14(b)(15)(B)(ii)

Schools applying to participate are exempt from submitting a default management plan if (a) the parent institution and the subordinate institution both have a cohort default rate of 10% or less and (b) the new owner of the parent or subordinate institution does not own, and has not owned, any other school with a cohort default rate over 10%.

The Department has developed a sample default management plan. You can find additional information in DCL-GEN-01-08, June 2001 online at

http://ifap.ed.gov/dpcletters/gen0108.html

For information about the default rate regulations for the Perkins Loan program, see *Volume 6 – Campus-Based Programs*.

WITHDRAWAL RATES

New schools (schools that seek to participate in an FSA program for the first time) must have an undergraduate withdrawal rate for regular students of no more than 33% for an award year in order to be considered administratively capable.

Enrolled
A student enrolls when he or she completes the registration requirements (except payment of tuition and fees) at the school. Correspondence students are enrolled if they have been admitted to the program and have submitted one lesson (that was completed without the assistance of a school representative).

When calculating the withdrawal rate, all regular, enrolled students must be included. The definition of *enrolled* does not require either payment of tuition or class attendance; therefore, the withdrawal rate calculation must include enrolled students who have not yet paid tuition or who did not actually begin attending classes. A student is considered to have withdrawn if he or she officially withdraws, unofficially drops out, is expelled from the school, or receives a refund of 100% of his or her tuition and fees. A student who withdraws from one or more courses or programs but does not withdraw entirely from the school, does not meet the definition of *withdrawn*. Instead, this action is considered a change in enrollment status (e.g., the student reduced his credit hours from 12 to 6).

DEBARMENT AND SUSPENSION CERTIFICATION

Debarment of school or its principals

In order to protect the public interest, it is the policy of the federal government to conduct business only with responsible individuals. In order to implement this policy, the government takes debarment and suspension actions against individuals whom it determines constitute a current risk to federal agencies. If a school (or its principals) is debarred or suspended by a federal agency, it is prohibited from participating in any FSA program, so long as the agency's procedures include due process protections that are equivalent to those provided by ED.

Debarment and suspension cite

Executive Order 12549
Federal Acquisition Regulations
(48 CFR Part 9, Subpart 9.4)
34 CFR Part 85

Similar debarment and suspension limitations apply to lenders, third-party servicers, loan servicers, and any individuals who provides services described in 34 CFR 668.2 or 682.200 to a FSA recipient whether nor not they are employed by the school as described in 34 CFR 600.85.995(b)

The principals of the school include its owners, directors, officers, partners, employees, and any other persons with management or supervisory responsibilities. A principal may also be someone who is not employed by the school but who has critical influence on or substantive influence over a covered transaction (such as the receipt of Pell Grant or Campus-Based funds). For example, a principal may be someone whether or not employed by the school who –

- is in a position to handle Federal funds;
- is in a position to influence or control the use of those funds; or
- occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.

Before a school may receive FSA funding, it must certify that neither the school nor its employees have been debarred or suspended by a federal agency. (You can find this certification in the Program Participation Agreement and in the Web-based FISAP package available to schools participating in the Campus-Based programs.)

Title IV, HEA transactions include

1. disbursement of funds provided under a Title IV program to a student or borrower;
2. certification by an educational institution of eligibility for a loan under a Title IV program;
3. guaranteeing a loan made under a Title IV program; and
4. acquisition or exercise of any servicing responsibility for a grant, loan, or work study assistance under a Title IV program.

Institutions participating in the FSA programs have a fiduciary responsibility to safeguard FSA funds, and ensure those funds are used for the benefit of the students for whom they are intended. We expect participating institutions to thoroughly examine the background of individuals they employ (or are considering employing) in management or supervisory positions. If a school discovers that a person employed in a management or supervisory capacity has been suspended, or debarred by a federal agency, the school must remove that person from such a position or risk losing its FSA eligibility. Moreover, a school may not enter into a relationship (and must terminate an ongoing relationship) with a lender, third-party servicer, or loan servicer the school determines has been debarred or suspended.

Certifying current or prospective employees or contractors

The certification provided by the school is a *material representation of fact* relied upon by the Department when it enters into a Participation Agreement with the school. Moreover, a school is expected to *have knowledge and information normally possessed by a prudent person in the ordinary course of business dealings.* Although the Department doesn't dictate how a school must ensure that its principals/employees have not been debarred or suspended by a federal agency, we do hold the school responsible for any information it could reasonably have been expected to know in the course of ordinary operations. In addition, we expect the school to expend a reasonable amount of effort ensuring that it and its employees are in compliance. If the Department learns that a prospective participant knowingly rendered an erroneous certification, in addition to other remedies available, the Department may terminate the participation of the institution.

A school chooses the method and frequency for making a determination about the eligibility of its principals. This might include asking current and prospective employees and contractors, in person or in writing, about their debarment or suspension histories. In addition, a school might also examine the *List of Parties Excluded from Federal Procurement and Nonprocurement Programs* to find out if an individual or organization is debarred or suspended.

A school should discuss with its attorney the procedures appropriate to its circumstances.

The employees who award FSA funds and those who disburse them should be always be included in those whose backgrounds are examined. In addition, employees who participate in other transactions from which the regulations exclude individuals who have been debarred or suspended should be included. A school should consult with its attorney on the individuals it must certify.

The debarment or suspension of a person who is not a principal of the school and who does not work in the financial aid office will not affect the school's FSA eligibility, so long as that person is not involved in any covered transactions.

The "List of Parties Excluded from Federal Procurement and Nonprocurement Programs" is available for review at a Web site maintained by the General Services Administration.

http://epls.arnet.gov/

If you use this Web site to check debarment or suspension status, in order to make a valid search, you must enter the name as follows:

Last Name-comma-First Name

You should keep a copy of the search results in your records.

Lower-tier covered transactions

A school must not enter into lower-tier covered transactions with a debarred or suspended individual or organization. A lower-tier covered transaction is any transaction between a participant in a covered transaction (such as the school) and another individual or organization, if that transaction stems from a covered transaction. A school must obtain a certification from any lower-tier organization if the amount of the lower-tier transaction is $25,000 or more. (The required certification clause is given on page 25 of DCL-GEN-89-21.) The lower-tier organization must inform the school in writing if the organization or its principals are debarred or suspended. Therefore, the certification does not need to be renewed from year to year.

Lower-tier transactions

Examples of common lower-tier covered transactions are a school's contracts with a financial aid consultant service or with a loan collection or billing agency.

CHAPTER 11

Financial Standards

In this chapter, we discuss the financial standards schools must maintain to participate in the FSA programs.

In order to participate in the FSA programs a school must demonstrate that it is financially responsible. To provide the Department with the information necessary to evaluate a school's financial responsibility, schools are required to submit financial information to the Department every year. A school must provide this financial information in the form of an audited financial statement as part of a combined submission that also includes the school's compliance audit. For-profit schools have six months from the end of the schools' fiscal year to provide the combined submission; other schools have nine months.

What follows is an overview of the financial responsibility standards. Schools should refer to Subpart L of the Student Assistance General Provisions for complete information.

The Department determines whether a school is financially responsible based on the school's ability to:

- provide the services described in its official publications and statements;
- properly administer the FSA programs in which the school participates; and
- meet all of its financial obligations.

The financial responsibility standards can be divided into two categories: (1) general standards, which are the basic standards used to evaluate a school's financial health, and (2) performance and affiliation standards, which are standards used to evaluate a school's past performance and to evaluate individuals affiliated with the school.

Financial responsibility cites

Sec. 498(c)
34 CFR 668 Subpart L

School Participation Teams

For information regarding accounting and compliance issues, a school should contact its School Participation Team (see chart at the end of chapter 12 or on the Web at

http://ifap.ed.gov/iposguidance/attachments/ipos-org.pdf

Use of eZ-AUDIT required

Since June 16, 2003 schools have been required to submit their compliance audits, audited financial statements, and letters confirming their status as public schools through the Department's eZ-AUDIT Electronic Financial Reporting System. See chapter 12 for more information on required audit submissions.

The FSA Assessment modules

that can assist you in understanding and assessing your compliance with the provisions of this chapter are at

http://ifap.ed.gov/qamodule/FiscalManagement/FiscalManagementModulepage2.html

STANDARDS FOR PUBLIC SCHOOLS

A public school is financially responsible if its debts and liabilities are backed by the full faith and credit of the state or other government entity. The Department considers a public school to have that backing if the school notifies the Department that it is designated as a public school by the state, local, or municipal government entity, tribal authority, or other government entity that has the legal authority to make that designation. The school must also provide the Department with a letter from an official of the appropriate government entity confirming the school's status as a public school. A letter from a government entity may include a confirmation of public school status for more than one school under that government's purview. The letter is a onetime submission and should be submitted as a separate document.

Public schools also must meet the past performance and affiliation standards discussed below, and must submit financial statements prepared in accordance with generally accepted accounting principles (GAAP) and prepared on the accrual basis. Public schools' audits, financial statements, and letters confirming their status as public schools are submitted through the Department's eZ-AUDIT Electronic Financial Reporting System (see chapter 12) .

GENERAL STANDARDS FOR PROPRIETARY OR PRIVATE NONPROFIT SCHOOLS

A proprietary or private nonprofit school is financially responsible if the Department determines that

- the school has a composite score of at least 1.5;
- the school has sufficient cash reserves to make the required refunds, including the return of Title IV funds (these requirements are known as the *refund reserve standards*);
- the school is meeting all of its financial obligations, including making required refunds, including the return of Title IV funds and making repayments to cover Title IV program debts and liabilities; and
- the school is current in its debt payments.

These requirements are discussed in more detail below.

Even if a school meets all of the general requirements, the Department does not consider the school to be financially responsible if the school –

- in the school's audited financial statement the opinion expressed by the auditor was *adverse, qualified, or disclaimed,* or the auditor expressed doubt about the continued existence of the school as a *going concern* (unless the Department determines that a qualified or disclaimed opinion does not have a significant bearing on the school's financial condition), or
- the school violated one of the past performance requirements discussed below.

Composite score

Ratios cite
34 CFR 668.171(b)(3)

The composite score standard combines different measures of fundamental elements of financial health to yield a single measure of a school's overall financial health. This method allows financial strength in one area to make up for financial weakness in another area. In addition, this method provides an equitable measure of the financial health of schools of different sizes.

For complete information on the calculation of the composite score, schools should refer to Appendices A and B of Subpart L in the General Provisions regulations.

The composite score methodology takes into account the differences between proprietary schools and private nonprofit schools. The variance takes into account the accounting differences between these sectors of postsecondary schools. However, the basic steps used to arrive at the composite score are the same.

When a change in ownership occurs, the Department applies the standards in 34 CFR 668.15.

The first step in calculating a school's composite score is to determine the school's primary reserve, equity, and net income ratios by using information from the school's audited financial statement. These ratios take into account the total financial resources of the school. The Primary Reserve Ratio represents a measure of a school's viability and liquidity. The Equity Ratio represents a measure of a school's capital resources and its ability to borrow. The Net Income Ratio represents a measure of a school's profitability. Upon review, some items from a school's audited financial statement may be excluded from the calculation of the ratios. For example, the Department may exclude the effects of questionable accounting treatments, such as excessive capitalization of marketing costs, from the ratio calculations.

You can find more information on possible exclusions in 34 CFR 668.172(c).

The example below illustrates the calculation of a composite score for a proprietary school.

Example of a Calculation of a Composite Score for a Proprietary Institution*

Calculation of Ratios

$$\text{Primary Reserve Ratio} = \frac{\text{Adjusted Equity}}{\text{Total Expenses}} = \frac{\$760{,}000}{\$9{,}500{,}000} = 0.080$$

$$\text{Equity Ratio} = \frac{\text{Modified Equity}}{\text{Modified Assets}} = \frac{\$810{,}000}{\$2{,}440{,}000} = 0.332$$

$$\text{Net Income Ratio} = \frac{\text{Income Before Taxes}}{\text{Total Revenues}} = \frac{\$510{,}000}{\$10{,}010{,}000} = 0.051$$

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = 20 x Primary Reserve Ratio
20 x 0.080 = 1.600

Equity Strength Factor Score = 6 x Equity Ratio
6 x 0.332 = 1.992

Net Income Strength Factor Score = 1 + (33.3 x Net Income Ratio)
1 + (33.3 x 0.051) = 2.698

Calculation of Weighted Score

Primary Reserve Weighted Score = 30% x Primary Reserve Strength Factor Score
0.30 x 1.600 = 0.480

Equity Weighted Score = 40% x Equity Strength Factor Score
0.40 x 1.992 = 0.797

Net Income Weighted Score = 30% x Net Income Strength Factor Score
0.30 x 2.698 = 0.809

Composite Score

Sum of All Weighted Scores
0.480 + 0.797 + 0.809 = 2.086 rounded to 2.1

*The definition of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) (34 CFR 668) Subpart L, Appendix A for proprietary schools and Appendix B, for private nonprofit schools.

Treatment of long-term debt cite
DCL GEN 03-08, July 2003
34 CFR 668, Subpart L, Appendices A & B

The Department issued guidance on the treatment of *long-term* and other debt in calculating these ratios in DCL-GEN-01-02. That guidance was updated in DCL GEN-03-08. Under this revised guidance for the Primary Reserve Ratio calculation, all long-term debt obtained for the school's purposes may be included. However, it is important to note that the overall level of ***debt obtained for long-term purposes*** that can be included in the numerator of the Primary Reserve Ratio is limited under the regulations. It cannot exceed the amount of the school's net property, plant, and equipment.

A strength factor score is then calculated for each ratio using equations established by the Department. A strength factor score reflects a school's relative strength or weakness in a fundamental element of financial health, as measured by the ratios. Specifically, the strength factor scores reflect the extent to which a school has the financial resources to: 1) replace existing technology with newer technology; 2) replace physical capital that wears out over time; 3) recruit, retain, and retrain faculty and staff (human capital); and 4) develop new programs.

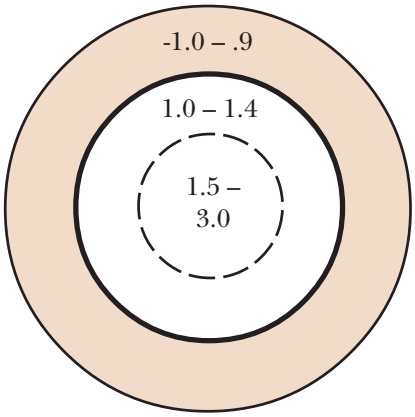
A weighting percentage is applied to each strength factor score to obtain a weighted score for each ratio. The weighting percentages reflect the relative importance that each fundamental element has for a school in a particular sector (proprietary or private nonprofit).

The sum of the weighted scores equals the school's composite score. Because the weighted scores reflect the strengths and weaknesses represented by the ratios and take into account the importance of those strengths and weaknesses, a strength in the weighted score of one ratio may compensate for a weakness in the weighted score of another ratio.

Once a composite score is calculated, it is measured along a common scale from negative 1.0 to positive 3.0 as indicated in the chart below. This scale reflects the probability a school will be able to continue operations and meet its obligations to students and the Department.

Financial Responsibility Composite Score Scale

1.5 to 3.0	Financially responsible without further oversight.
1.0 to 1.4	In the "Zone." The school is considered financially responsible but additional oversight is required.
–1.0 to .9	Not financially responsible. The school must submit letter of credit of at least 50% of its FSA funding. The school may be permitted to participate under provisional certification with smaller letter of credit—with a minimum of 10% of its FSA funding.



Refund reserve standards

Refund reserve standard cite
34 CFR 668.173

One of the standards that a school must satisfy, in order to be considered financially responsible, is that it must have sufficient cash reserves to return Title IV funds when a student withdraws. A school is considered to have sufficient cash reserves if it:

- satisfies the requirements of a public school (see the discussion of public schools under *General Standards*); or
- is located in a state that has a tuition recovery fund approved by the Department and the school contributes to that fund; or
- for a student who withdrew, returns unearned Title IV funds in a timely manner.

The Department considers that a school has sufficient cash reserves if, for its two most recently completed fiscal years, the school made all required returns in a timely manner, (see *Volume 5 – Overawards, Overpayments, and Withdrawal Calculations* for more information on returns, including timely payment).

Returning funds cite
34 CFR 668.172(c).

Returning funds in a timely manner

For withdrawn students, returns funds in a timely manner cite
34 CFR 668.22

Unearned funds must be returned no later than 30 days after the date of the school's determination that the student withdrew. ED considers the school to have returned funds, depending upon the method it uses to return them.

Specifically, the regulations provide that a school has returned funds when it has:

1. deposited or transferred the funds into the bank account it maintains for federal funds no later than 30 days after the date it determines that the student withdrew;

 A school that maintains a separate federal bank account must deposit to that account, or transfer from its operating account to its federal account, the amount of unearned program funds, as determined under the Return of Title IV funds regulations. The date the school makes that deposit or transfer is the date used to determine whether the school returned the funds within the 30-day timeframe permitted in the regulations.

Making new awards with returned funds
After a school has returned unearned funds to its federal account, provided those funds were originally received from the Department or from an FFEL lender under a process that allows the school to reuse the unearned funds, the school can use the funds to make disbursements to other eligible students.

Unless the Department requires a school to use a separate account, the school may use its operating account for FSA purposes. In this case, the school must designate that account as its federal bank account, and have an auditable system of records showing that the funds have been allocated properly and returned in a timely manner. If there is no clear audit trail, the Department can require the school to begin maintaining FSA funds in a separate bank account.

Federal bank account cite
34 CFR 668.163(a)

2. initiated an electronic funds transfer (EFT) no later than 30 days after the date it determines that the student withdrew;
3. initiated an electronic transaction, no later than 30 days after the date it determines that the student withdrew, that informs an FFEL lender to adjust the borrower's loan account for the amount returned; or
4. issued a check no later than 30 days (as supported by the school's records) after the date it determines that the student withdrew.

If a check is used to return unearned funds, the Department requires that the check be endorsed by the bank used by the Department or FFEL Program lender no later than 45 days after the school's determination that a student withdrew in order to be considered a timely return.

Compliance thresholds

The Department provides for a small margin of error in determining that a school has paid all required refunds and returns on time. The Department considers a school to have paid returns in a timely manner if:

- there is less than a 5% error rate in a sample of returns (composed of students for whom the school was required to return unearned funds) examined in a compliance audit conducted under 34 CFR 668.23, an audit conducted by the Office of the Inspector General (OIG), or a program review conducted by the Department or guaranty agency; or
- there are no more than two late returns in the sample (regardless of the number or percentage of late returns in the sample).

In addition, if the reviewer or auditor finds a material weakness or reportable condition in the school's report on internal controls relating to the return of unearned Title IV program funds, the Department considers the school to have not paid Returns in a timely manner.

Letter of credit

If any other school exceeds the compliance thresholds in either of its two most recently completed fiscal years, the school must submit an irrevocable letter of credit acceptable and payable to the Department. (Public schools and schools covered by a state tuition recovery fund are not subject to the letter of credit requirements.) The letter of credit must be equal to 25% of the returns the school made or should have made during its most recently completed fiscal year.

Public institutions and institutions covered by state tuition recovery funds are not subject to the letter of credit requirements. A school that is required to submit a letter of credit must do so no later than 30 days after the earlier of the date that:

1. the school is required to submit its compliance audit;
2. the OIG issues a final audit report;
3. the designated department official issues a final program review determination;
4. the Department issues a preliminary program review report or draft audit report, or a guaranty agency issues a preliminary report showing that the school did not return unearned funds for more than 10% of the sampled students; or
5. ED sends a written notice to the school requesting the letter of credit that explains why the school has failed to return unearned funds in a timely manner.

Letters of credit are submitted to:

U.S. Department of Education
School Eligibility Channel
Data Management and
Analysis Division
Document Receipt and Control Center
830 First Street, NE
Room 71-I-1
Washington, DC 20002-5402

If the finding in the preliminary report is that the school did not return unearned funds in a timely manner for 10% or fewer of the sampled students, a school would generally be required to submit the letter of credit only if the final report shows that the school did not return unearned funds in a timely manner for 5% or more of all students for whom returns were required. If the final report indicates that a letter of credit is required, the school would have to submit it no later than 30 days after the final report is issued.

Exceptions to the letter of credit requirement

A school is not required to submit a letter of credit of less than $5,000. However, to meet the reserve requirement, such a school would need to demonstrate that it has available at all times cash reserves of at least $5,000 to make required returns.

In addition, a school may delay submitting a letter of credit while it asks for reconsideration of a finding that it failed to return unearned Title IV program funds in a timely manner. A school may request that the Department reconsider its finding if the school submits documents showing that:

1. the unearned Title IV program funds were not returned in a timely manner solely because of exceptional circumstances beyond the school's control and that the school would not have exceeded the applicable threshold had it not been for the exceptional circumstances; or
2. it did not fail to make timely returns.

A school that submits an appeal, together with all required supporting documents by the date the letter of credit would be due is not required to submit a letter of credit unless the Department notifies the school that its request has been denied.

Tuition Recovery Funds

When a state submits a tuition recovery fund for evaluation by the Department, the Department will consider the extent to which the recovery fund:

- provides returns to both in-state and out-of-state students;
- complies with Title IV program requirements for the order of return of funds to sources of assistance; and
- will be replenished if any claims arise that deplete the fund.

Current in debt payments

A school is not current in its debt payments if

- it is in violation of any existing loan agreement at its fiscal year end, as disclosed in a note to its audited financial statements or audit opinion; or
- fails to make a payment in accordance with existing debt obligations for more than 120 days, and at least one creditor has filed suit to recover funds under those obligations.

ALTERNATIVES TO THE GENERAL STANDARDS

Alternative standards and requirements cite
34 CFR 668.175

If a school does not meet the general standards for financial responsibility, the Department may still consider the school to be financially responsible or may allow the school to participate under provisional certification if the school qualifies for an alternative standard.

If the Department determines that a school that does not meet one or more of the general standards and does not qualify for an alternative, the Department may initiate a limitation, suspension, or termination action against the school (see chapter 12 for more information).

Letter of credit alternative for new school

A new school (a school that seeks to participate in the FSA programs for the first time) that does not meet the composite score standard (i.e., has a composite score of less than 1.5) but meets all other standards may demonstrate financial responsibility by submitting an irrevocable letter of credit to the Department. The letter of credit must be acceptable and payable to the Department and equal to at least 50% of the FSA program funds that the Department determines that the school will receive during its initial year of participation.

Letter of credit alternative for participating school

A participating proprietary or private nonprofit school that fails to meet one or more of the *general standards* or is not financially responsible because it has an adverse audit opinion may demonstrate financial responsibility by submitting an irrevocable letter of credit to the Department. The letter of credit must be acceptable and payable to the Department and equal to at least 50% of the FSA program funds that the school has received during its most recently completed fiscal year. The school is then considered to be financially responsible.

Zone alternative

A participating school that fails to meet the composite score standard (i.e., has a composite score of less than 1.5) but meets all other standards may demonstrate financial responsibility for up to three consecutive fiscal years if the Department determines that the school's composite score is equal to 1.0 to 1.4 for each of those years and the school meets specific monitoring requirements.

This alternative gives a school the opportunity to improve its financial condition over time without requiring the school to post a letter of credit or participate under provisional certification. Under the zone alternative, a school's operations, including its administration of the FSA programs, are monitored more closely. If a school does not score at least 1.0 in one of the three subsequent fiscal years or does not improve its financial condition to attain a composite score of at least

1.5 by the end of the three-year period, the school must satisfy another alternative standard to continue participating. In addition, if a school fails to comply with the information reporting or payment method requirements, the Department may determine that the school no longer qualifies under this alternative.

Under the zone alternative, a school

- must request and receive funds under the cash monitoring or reimbursement payment methods, as specified by the Department (see *Volume 4 – Processing Aid and Managing FSA Funds*);
- must provide timely information regarding certain oversight and financial events (for example, any adverse action taken by the school's accrediting agency);

 (Refer to 34 CFR 668.175(d) for more information on specific reporting requirements.)
- may be required to submit its financial statement and compliance audit earlier than normally required (see chapter 12 for more information on audit submission deadlines); and
- may be required to provide information about its current operations and future plans.

The school must also require its auditor to express an opinion, as part of the school's compliance audit, on the school's compliance with the requirements of the zone alternative, including the school's administration of the payment method under which the school received and disbursed FSA program funds.

Provisional certification for school not meeting standards

If a participating proprietary or private nonprofit school fails to meet one or more of the general standards or is not financially responsible because it has an unacceptable audit opinion, the Department may permit the school to participate under provisional certification for up to three years.

The Department may permit a school that is not financially responsible to participate under provisional certification if the school is not financially responsible because it:

- does not satisfy the general standards;
- has an unacceptable audit opinion; or
- has a past performance problem that has been resolved.

If the Department permits a school to participate under provisional certification, the Department will require the school:

- to submit to the Department a letter of credit, payable and acceptable to the Department, for a percentage of the FSA program funds received by the school during its most recent fiscal year. (This percentage must be at least 10% and could be as great at 100%.)
- to demonstrate that it has met all of its financial obligations and was current on its debt payments for its two most recent fiscal years.

Moreover, the school must comply with the requirement under the zone alternative that it provide timely information regarding certain oversight and financial events. Finally, a school that is required to post a letter of credit will be placed on heightened cash monitoring or reimbursement.

If a school is still not financially responsible at the end of a period of provisional certification, the Department may again permit provisional certification. However, the Department may require the school or persons or entities that exercise substantial control over the school to submit financial guarantees to the Department to satisfy any potential liabilities arising from the school's FSA program participation. The same persons may be required to agree to be jointly and severally liable for any FSA program liabilities.

The Department is not required to offer provisional certification to a school. It is an alternative that the Department may choose to offer in exceptional circumstances.

Provisional certification for school where persons or entities owe liabilities

If a school is not financially responsible because the persons or entities that exercise substantial control over the school owe an FSA program liability, the Department may permit the school to participate under provisional certification if:

- the persons or entities that owe the liability repay or enter into an agreement with the Department to repay the liability; in lieu of this, the school may assume the liability and repay or enter into an agreement to repay the liability; and
- the school meets all the general standards of financial responsibility; (In addition, the school must demonstrate that it has met all of its financial obligations and was current on its debt payments for its two most recent fiscal years.) and
- the school submits to the Department a letter of credit, payable and acceptable to the Department, for an amount

determined by the Department. (This amount must be equal to at least 10% of the FSA program funds received by the school during its most recent fiscal year.)

The school also must comply with the requirements under the zone alternative.

In addition, the Department may require the school or persons or entities that exercise substantial control over the school to submit financial guarantees to the Department to satisfy any potential liabilities arising from the school's FSA program participation. The same persons may be required to agree to be jointly and severally liable for any FSA program liabilities.

PAST PERFORMANCE AND AFFILIATION STANDARDS

In addition to meeting the numeric standards of financial responsibility and fulfilling all its financial obligations, a school must demonstrate that it properly administers the FSA programs in which it participates. Past actions of the school or individuals affiliated with the school may reveal mismanagement of FSA program funds, thereby demonstrating that a school is not financially responsible. Therefore, in evaluating the way a school administers the FSA programs, the Department considers the past performance of both the school and individuals affiliated with the school.

Past performance of a school

A school is not financially responsible if the school:

- in the last five years, has been subject to a limitation, suspension, or termination action or has entered into an agreement to resolve a limitation, suspension, or termination action initiated by the Department or a guaranty agency;
- in either of its two most recent FSA program reviews or audits, has had findings for the current fiscal year or two preceding fiscal years that required repayment of more than 5% of the FSA program funds received by the school;
- has been cited during the last five years for failing to submit audits as required; or
- has failed to satisfactorily resolve any compliance issues identified in program reviews or audit reports, upheld in a final decision of the Department.

Past performance of persons affiliated with a school

A school is not financially responsible if any person who exercises substantial control over the school (or any members of the person's family alone or together) owes a liability for an FSA program violation or has ever exercised substantial control over another school (or a third-party servicer) that owes a liability for an FSA program violation, unless that person, family member, school, or servicer demonstrates that the liability is being repaid in accordance with an agreement with the Department.

The Department may consider a school that does not meet this requirement to be financially responsible if the school:

- notifies the Department that the individual repaid to the Department an acceptable portion of the liability, in accordance with the regulations;
- notifies the Department that the liability is currently being repaid in accordance with a written agreement with the Department; or
- demonstrates to the satisfaction of the Department: (1) why the person who exercises substantial control should nevertheless be considered to lack that control, or (2) why the person who exercises substantial control and each member of that person's family does not or did not exercise substantial control over the school or servicer that owes the liability.

In the past, schools were required to maintain fidelity bond coverage for their employees. This is no longer a federal requirement for schools that participate in the FSA programs. However, by state law some schools are still required to maintain fidelity bond coverage. Even if a school is not required to do so, it may choose to maintain fidelity bond coverage to protect itself when losses occur because of a lack of integrity, on the part of the school's employees or officers.

A school must report any changes of control under which a person acquires the ability to affect substantially the actions of the school. Such changes in control trigger a review to determine if the school is financially responsible (see chapter 5).

Program Integrity

CHAPTER 12

In this chapter we discuss the responsibilities of schools, accrediting agencies, states, and the Department for ensuring the integrity of the FSA programs. We present ED's Case Management function, the Quality Assurance Program, the ISIR Analysis Tool, and the Experimental Sites Initiative. We also remind you of a school's responsibilities when its participation in one or more of the FSA programs ends.

STATE AND ACCREDITING AGENCY ROLES

State role

The Higher Education Amendments of 1998, Public Law 105-244 require that each state (through at least one state agency):

- furnish the Department, upon request, with information regarding licensing and other authorization for a school to operate in that state;
- promptly notify the Department of revocations of licensure or authorization; and
- promptly notify the Department of credible evidence that a school has committed fraud in the administration of the FSA programs or has substantially violated a provision of the HEA.

Integrity of the HEA Programs cite
Part H of the HEA

State role cite
Sec. 495 of the HEA

Accrediting agency role

The goal of accreditation is to ensure that education provided by postsecondary educational institutions meets an acceptable level of quality. The Department recognizes agencies that meet established criteria, and such recognition is a sign that an agency has been determined to be a reliable authority on the quality of the institutions or programs the agency accredits.

An accrediting agency can be recognized by the Department for institutional or programmatic accreditation. An institutional accreditation agency accredits an entire institution. A programmatic accrediting agency accredits specific educational programs, departments, or schools within an institution.

The FSA Assessment module
that can assist you in understanding and assessing your compliance with the provisions of this chapter is "Institutional Eligibility," at

http://ifap.ed.gov/qamodule/InstitutionalEligibility/AssessmentApage3.html

Accrediting agency role cite
Sec. 496 of the HEA

Criteria used by ED cite
34 CFR 602

Agency standards cite
Sec 496(a)(5) of the HEA
34 CFR 602.16

Information and a complete list of agencies recognized by the Department can be found at

http://www.ed.gov/admins/finaid/accred/index.html

An agency must have standards that effectively address the quality of a school or program in the following areas:

- success with respect to student achievement in relation to mission, including, as appropriate, consideration of course completion, state licensing examination, and job placement rates;
- curricula;
- faculty;
- facilities, equipment, and supplies;
- fiscal and administrative capacity as appropriate to the specific scale of operations;
- student support services;
- recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising;
- measures of program length and the objectives of the degrees or credentials offered;
- record of student complaints received by, or available to, the agency;
- record of compliance with the school's FSA program responsibilities, based on items such as default rate data and the results of compliance audits and program reviews and any other information that the Department may provide to the agency; and
- any additional accreditation standards the accrediting agency deems appropriate.

There are many additional statutory requirements a national accrediting agency must meet to qualify for recognition. For example, an accreditation agency must –

- apply and enforce standards for accreditation that ensure that the education or training offered by an institution or program, including any offered through correspondence or telecommunications, is of sufficient quality to achieve its stated objectives for the duration of the school's accreditation period;

- perform, at regularly established intervals, on-site inspections and reviews of institutions of higher education (that may include unannounced site visits) with particular focus on educational quality and program effectiveness;
- agree to submit any dispute involving the final denial, withdrawal, or termination of accreditation to *initial* arbitration prior to any other legal action; and
- if it is an institutional accrediting agency, maintain adequate substantive change policies that ensure that any substantive change to the educational mission, program, or programs of an institution after an agency has accredited or preaccredited the institution does not adversely affect the capacity of the institution to continue meeting the agency's standards.

THE DEPARTMENT'S ROLE

One of the Department's functions is to oversee the FSA programs to ensure that they are administered properly. Here we discuss the two major types of oversight activities – audits and program reviews.

Program reviews and audits are conducted to identify procedural problems at the school and recommend solutions. If a school is cited in a program review or audit for improperly disbursing FSA program funds, the school must restore those funds as appropriate.

If a school is cited in a program review or audit for other serious program abuses, the school may be subject to corrective action and sanctions, such as fines, emergency action, or limitation, suspension, or termination discussed later in this chapter.

Your comments are important

The Small Business and Agriculture Regulatory Enforcement Ombudsman and 10 Regional Fairness Boards were established to receive comments from small businesses about federal agency enforcement actions. The Ombudsman annually will evaluate the enforcement activities and rate each agency's responsiveness to small business. If you wish to comment on the enforcement actions of the Department of Education, call 1-888-REG-Fair (1-888-734-3247).

FSA AUDIT REQUIREMENTS FOR SCHOOLS

Audit requirements for schools cite
Sec. 487(c)A(1) of the HEA
34 CFR 668.23(a)(1)
34 CFR 668.23(a)(5)

A school that participates in any FSA program, including participating foreign schools, generally must have an independent auditor conduct, at least once a year, an audit of the school's compliance with the laws and regulations that are applicable to the FSA programs in which the school participates (a *compliance audit*), and an audit of the school's financial statements (a *financial statement audit*).

Independent auditor
An independent auditor or government auditor, except that a government auditor must meet the Government Auditing Standards qualification and independence standard, including standards related to organizational independence.

While a compliance audit covers the school's administration of the FSA programs, a financial statement audit provides the Department with information necessary to evaluate a school's status vis-a-vis the financial standards (see chapter 11).

The type of compliance audit a school or servicer must undergo depends on its method of control: public, for-profit, or nonprofit. All for-profit schools must comply with the audit requirement by having an FSA compliance audit conducted under the criteria of the Department's FSA Audit Guide, *Audit Guide, Audits of Federal Student Aid Programs at Participating Institutions and Institutions Services*. Public and nonprofit schools must comply with the Single Audit Act. The Single Audit Act requires these schools to have an audit conducted in accordance with the Office of Management and Budget's (OMB) Circular A-133, *Audits of States, Local Governments, and Nonprofit Organizations*. (Circular A-133 allows an FSA compliance audit under the criteria of the Department's Audit Guide under limited circumstances.)

The Office of Inspector General (OIG) also conducts audits, usually in cases where there is concern over a school's administration of the FSA programs. An OIG or other federal audit does not satisfy the requirement that a school have annual compliance and financial statement audits performed by an IPA.

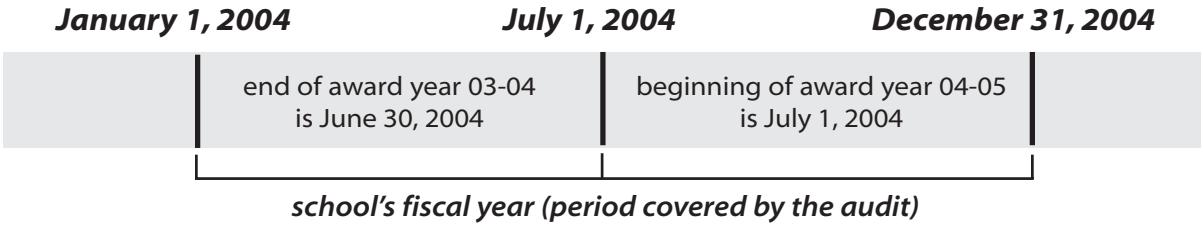
Simultaneous FSA audit submissions

Audit submission cite
34 CFR 668.23(a)(4)

A school that has an audit performed under the FSA Audit Guide must submit **both** the compliance audit and the audited financial statements within six months of the end of the school's fiscal year. Both the compliance audit and the financial statement audit must be performed on a fiscal-year basis. In addition, both audits must be prepared by an independent public accountant (IPA) in accordance with the Generally Accepted Accounting Principles (GAAP) and audited in accordance with the Generally Accepted Government Auditing Standards (GAGAS). The compliance audit and financial statement audit may be performed by different auditors. However, the audits must be submitted as one package.

The compliance audit of a school that has a fiscal year that does not coincide with an award year will cover parts of two award years (see examples).

Fiscal Year Not Equal to Award Year Example



The definition of an independent auditor makes clear that the compliance and financial statements audits submitted under these regulations must be performed by IPAs or by government auditors who meet certain governmental standards.

Waivers of the FSA audit requirement

A school may request a waiver of the annual audit requirement if it disburses less than $200,000 dollars a year in FSA program funds. If such a waiver is approved, the school must submit a compliance audit (covering each individual fiscal year in the waiver period) and a financial statement audit (for the last year of the waiver period) at the end of the waiver period.

Waiver cite
34 CFR 668.27(c)

90/10 Disclosure
At the end of the waiver period, **for each individual year in the waiver period** (in accordance with 34 CFR 668.23(d)(4)), the auditor for a proprietary school must disclose whether the school met the 90/10 requirement of 34 CFR 600.5 and the conditions of institutional eligibility in 34 CFR 600.7 and 34 CFR 600.8(e)(2).

The school must also submit a financial statement audit for the last year of the waiver period.

The regulations do **not** waive the requirement that a school audit its administration of the FSA programs; they waive the requirement that these audits be submitted on an annual basis. Therefore, if a school is granted a waiver for three years, when the waiver period expires and the school must submit its next compliance audit, that audit must cover the institution's administration of the FSA programs since the end of the period covered by its last submitted compliance audit. In that audit, the auditor must audit, and attest to, the institution's annual 90/10 determination for the waived period.

To qualify for a waiver, a school must demonstrate that it –

- is not a foreign school;
- disbursed less than $200,000 in FSA program funds during each of the two completed award years prior to the audit period;

- agrees to keep records relating to each award year in the unaudited period for two years after the end of the regular record retention period for the award year;
- has participated in the FSA programs under the same ownership for at least three award years preceding the school's waiver request;
- is financially responsible under the general requirements of financial responsibility, and does not rely on the alternative standards and requirements of exceptions to participate in the FSA programs;
- is not receiving funds under the reimbursement or cash monitoring system of payment;
- has not been the subject of a limitation, suspension, fine or termination proceeding, or emergency action initiated by the Department or a guaranty agency in the three years preceding the school's waiver request;
- has submitted its compliance audits and audited financial statements for the previous two fiscal years, and no individual audit disclosed liabilities in excess of $10,000; and
- submits a letter of credit in the amount as determined below, which must remain in effect until the Department has resolved the audit covering the award years subject to the waiver.

 For purposes of this section, the letter of credit amount is 10% of the total FSA program funds the school disbursed to or on behalf of its students during the award year preceding the school's waiver request.

The Department rescinds a waiver if the school:

- disburses $200,000 or more of FSA program funds for an award year;
- undergoes a change in ownership that results in a change of control; or
- becomes the subject of an emergency action or a limitation suspension, fine, or termination action initiated by the Department or a guaranty agency.

This exception to the annual audit requirement may not be granted for the award year preceding a school's required recertification.

If the Department grants the waiver, the school does not have to submit its compliance or audited financial statement until six months after

- the end of the third fiscal year following the fiscal year for which the school last submitted a compliance audit and audited financial statement; or

- the end of the second fiscal year following the fiscal year for which the school last submitted compliance and financial statement audits if the award year in which the school will apply for recertification is part of the third fiscal year.

Examples of Effects of Waivers

Example 1: The school is still required to have its administration of the FSA programs audited for the waiver period. If a school is granted a waiver for three years, when the waiver period expires, the next audit must cover the school's administration of the FSA programs since the end of the period covered by its last submitted compliance audit. For example, if a school's fiscal year coincides with an award year (July 1 – June 30). It submits a compliance audit for its fiscal year that ends on June 30, 2002, and then receives a waiver so that its next compliance audit is due six months after the end of its 2004-2005 fiscal year. When it submits that audit, it must cover the 2002-2003, 2003-2004, and 2004-2005 fiscal years.

Example 2: If a school's fiscal year is based on an award year (July 1 – June 30), and the school requests a waiver on May 1, 2002, that waiver request may include its 2001-2002 fiscal year (July 1, 2001 through June 30, 2002) plus its 2002-2003 and 2003-2004 fiscal years. If the school's fiscal year was a calendar year, the school's waiver request could include its calendar 2002 fiscal year plus its 2003 and 2004 fiscal years.

An institution's waiver request may include the fiscal year in which that request is made, plus the next two fiscal years. That request may not include an already completed fiscal year.

A school remains liable for repaying any FSA program funds it improperly expends during the waiver period. A compliance audit is the vehicle for discovering improper expenditures. Therefore, a school will be required to pay any liabilities when the school eventually submits a compliance audit for the fiscal years in which it made improper expenditures.

Submission dates for FSA audits

Submission dates cite
34 CFR 668.23(a)(4)

A school's or servicer's (discussed under *Audits for third-party servicers*) annual compliance and financial statements audits performed under the FSA Audit Guide must be based upon the fiscal year and submitted to the Department within six months after the end of the school's or servicer's fiscal year. (These requirements do not apply to audits performed under the Single Audit Act that are due as specified in OMB Circular A-133.)

The following chart lists audit due dates and the period the audit must cover for audits due in 2005 and 2006. (The chart provides information for the most common institutional fiscal-year-end dates.)

Generally, a school's first audit performed under these requirements must cover the entire period of time since the school began to participate in the FSA programs. Each subsequent audit must cover the period since the end of the period covered by the preceding audit that is accepted by the Department.

Audit Submission Due Dates for 2005 and 2006

School's fiscal year end date	*Both audits due*	*Period audited (financial and compliance)*	*School's fiscal year end date*	*Both audits due*	*Period audited (financial and compliance)*
September 30, 2004	March 31, 2005	October 1, 2003 through September 30, 2004	September 30, 2005	March 31, 2006	October 1, 2004 through September 30, 2005
December 31, 2004	June 30, 2005	January 1, 2004 through December 31, 2004	December 31, 2005	June 30, 2006	January 1, 2005 through December 31, 2005
March 31, 2005	September 30, 2005	April 1, 2004 through March 31, 2005	March 31, 2006	September 30, 2006	April 1, 2005 through March 31, 2006
June 30, 2005	December 31, 2005	July 1, 2004 through June 30, 2005	June 30, 2006	December 31, 2006	July 1, 2005 through June 30, 2006

FSA Compliance audit submission requirements

Compliance audits must be conducted in accordance with:

- the general standards and the standards for compliance audits contained in the U.S. General Accountability Office's (GAO's) Government Auditing Standards; and
- applicable audit guides from the Department's Office of the Inspector General.

In conducting an audit, a for-profit school or servicer and its auditor should use the Department of Education's latest FSA Audit Guide, the accounting and recordkeeping manual for the FSA programs (known as The Blue Book), and the *GAPS Users Guide*, as applicable.

The FSA Audit Guide is available on the Internet at:

http://www.ed.gov/about/offices/list/oig/nonfed/sfa.html

The Gaps Users Guide is available at

http://gapsweb.ed.gov

The independent auditor or auditing firm the school or servicer uses for its required nonfederal audit may be the same one that usually audits the school's or servicer's fiscal transactions. To produce unbiased conclusions, the auditor must be independent of those authorizing the expenditure of FSA program funds.

The Department may require a school to provide a copy of its compliance audit report to guaranty agencies, lenders, state agencies, the Department of Veterans Affairs, or accrediting agencies.

FSA Audited financial statement requirements

A school's audited financial statement must cover the school's most recently completed fiscal year. The Department uses the information in a school's audited financial statement to evaluate the school's status vis-a-vis the financial standards (see chapter 11). In addition to a school's audited financial statement, the Department may require that the school submit additional information. For example, the Department may require a school to submit or provide access to the accountant's work papers. Also, if the Department finds it necessary to evaluate a particular school's financial condition, the Department can require a school to submit audited financial statements more frequently than once a year.

Financial statements must be prepared on an accrual basis in accordance with generally accepted accounting principles (GAAP), and audited by an independent auditor in accordance with GAGAS and other guidance contained in OMB Circular A-133, or in audit guides from the Department's Office of the Inspector General, as applicable.

FSA Consolidated statements

In some cases, a school's relationship with another entity may cause the Department to require a school to submit additional financial statements both of the school and the entity, such as audited consolidated financial statements; audited full consolidated financial statements; audited combined financial statements; or, under certain circumstances, audited financial statements of one or more related parties. This occurs when the Department determines that the activities or financial health of another entity may impact upon the school's total financial health. So that the Department can make this determination, a school must include in its audited financial statements a detailed description of related entities based on the definition of a related entity in the Statement of Financial Accounting Standards (SFAS) 57. In addition, the description must include all related parties and a level of detail that would enable the Department to readily identify the related party. This information may include, but is not limited to, the name, location, and description of the related entity, including the nature and amount of any transaction between the related party and the school, financial or otherwise, regardless of when it occurred.

Required disclosure of 90/10 revenue test

90/10 Rule cite
34 CFR 600.5 and
34 CFR 668.23(d)(4)

A proprietary school must disclose the percentage of its revenues derived from the FSA programs that the school received during the fiscal year covered by the audit as a footnote to its audited financial statements. The calculation of this percentage and the funds included must be arrived at using the **cash basis of accounting.** A school that converts from a *for-profit* to a *nonprofit* status must report its compliance with the 90/10 revenue test for the first year after its conversion. Guidance on footnote disclosures can be found in the FSA Audit Guide, in 34 CFR 600.5, and in appropriate accounting references. Information regarding the calculation of this percentage (the *90/10 Rule*) is found in chapter 1.

A-133 audit guidelines

Circular A-133 is titled "Audits of States, Local Governments, and Nonprofit Organizations " and is applicable to nonprofit postsecondary schools, states, local governments, and Indian tribal governments. For many schools, this is a combined audit of all the federal programs at that school. OMB circular A-133 is available through the OMB Home Page at

http://www.whitehouse.gov/omb/circulars/index.html

or by calling OMB's Publication Office at

(202) 395-3080.

In lieu of audits performed under the FSA Audit Guide, some schools are required to have audits performed under the guidelines of the Single Audit Act (chapter 75 of Title 31, U.S.C.). Audits performed under the Single Audit Act satisfy the Department's audit requirements.

Audits performed under the Single Audit Act have distinct auditing and submission requirements. A school submitting an audit under the guidelines of the Single Audit Act must use the submission deadlines established by the Single Audit Act.

Under the requirements of Circular A-133, a school that expends less than $500,000 of federal funds during a fiscal year is exempt from submitting an annual A-133 audit. (The former criteria of $300,000 was increased for fiscal years ending after December 31, 2003.) However, if that school has compiled, reviewed, or prepared an audited financial statement for any purpose for that fiscal year, the school must submit that financial statement to the Department.

Circular A-133 permits the submission of program-specific audits if an entity expends funds in only one federal program **and** the program's regulations do not require a financial statement audit. The FSA program regulations require a financial statement audit. Therefore, **a school may not submit a program-specific audit to satisfy the Department's audit submission requirements.**

Circular A-133 also now allows an independent auditor to use professional judgment to determine whether certain federal programs must be included in the scope of an audit. An independent auditor can exclude certain program components, such as FSA program funds, if they fall below a predetermined dollar and risk threshold.

The independent auditor must make an annual assessment of the dollar and risk conditions, determine whether such exclusions are appropriate, and whether any FSA programs must be included within the scope of the audit. You can find additional information on this topic in the latest *Compliance Supplement* to Circular A-133.

Audits for third-party servicers

There are also annual audited financial statements and compliance audit requirements for third-party servicers. A third-party servicer must submit an annual compliance audit. However, if a servicer contracts with only one FSA school and that school's own audit sufficiently covers the functions performed by the servicer, the servicer does not have to submit a compliance audit. If a servicer contracts with several FSA schools, a single compliance audit can be performed that covers its administrative services for all schools. A servicer must submit its compliance audit within six months after the last day of the servicer's fiscal year. The Department may require a servicer to provide a copy of its compliance audit report to guaranty agencies, lenders, state agencies, the Department of Veterans Affairs, or accrediting agencies.

Third party servicers cite
34 CFR 668.23(a)(3) and (c)
34 CFR 668.23(d)(5)

Guidance for audits of third-party servicers is found in the January 2000 Department of Education's "Audit Guide, Audits of Federal Student Aid Programs at Participating Institutions and Institution Servicers."

In addition to submitting a compliance audit, a servicer that enters into a contract with a lender or guaranty agency to administer any aspect of the lender's or guaranty agency's programs must submit annually audited financial statements. The financial statements must be prepared on an **accrual basis** in accordance with GAAP and audited by an independent auditor in accordance with GAGAS and any other guidance contained in audit guides issued by the Department's Office of the Inspector General.

If the Department determines that, based on audit findings and responses, a third-party servicer owes a liability for its administration of the FSA programs, the servicer must notify each school that it contracts with of the liability. Generally, unless they submit an appeal, schools and servicers owing liabilities must repay those liabilities within 45 days of being notified by the Department.

A school may never use a third-party servicer's audit in place of its own required audit, because the school is ultimately liable for its own violations as well as those incurred by its third-party servicers. (See chapter 3 for more information on third-party servicers.)

Having the audit performed

The school or servicer must make its program and fiscal records, as well as individual student records, available to the auditor. (Required recordkeeping is discussed in chapter 9.) Both the financial aid and business offices should be aware of the dates the auditors will be at the school, and make sure that someone is on hand to provide requested documents and answer questions during that period.

At the end of the on-site review, the auditor conducts an exit interview. At a school, this exit interview is usually conducted with the personnel from the school's financial aid and other relevant offices. The exit interview is not only an opportunity for the auditor to suggest improvements in procedures, but it also gives the school or servicer a chance to discuss the draft report and review any discrepancies cited in the report. The exit interview is a good time to resolve any disagreements before the final report is prepared.

The final report is prepared by the auditor and submitted to the school or servicer.

eZ-Audit

eZ-Audit is the web-based application, launched by the Department on April 1, 2003. It provide a paperless single point of submission for financial statements and audits (i.e., compliance reports). eZ-Audit provides automatic error checking as you enter the data and before submission. In addition, it gives you instant acknowledgment of receipt.

Since June 16, 2003, all schools that participate in the Federal Student Aid Programs have been required to submit financial statements and compliance audits to FSA electronically through the eZ-Audit process (including copies of the A-133 reports that non profit and public institutions file with the Federal Audit Clearinghouse).

Non profit and public institutions are still required to submit their A-133 audits in writing to the Federal Clearinghouse.

Applicability

This requirement applies to any compliance audits or financial statements required under 34 CFR 600.20(a) or (b) to begin or continue participating in the FSA programs, any financial statements required due to a change in ownership resulting in a change in control as provided under 34 CFR 600.20(g), any compliance audits and financial statements required annually under 34 CFR 668.23, and any compliance audits and financial statements required when a school ceases to participate in the FSA programs as provided under 34 CFR 668.26(b).

Non profit and public institutions submit their A-133 audits to the Federal Clearinghouse at—

Federal Audit Clearinghouse
Bureau of the Census
1201 East 10th Street
Jeffersonville, Indiana 47132

The eZ-Audit process

To access the eZ-Audit Web site you must be a registered user. Each school must select an *eZ-Audit Institution Administrator* who will be responsible for managing your school's access to the eZ-Audit Web site. This Institution Administrator will receive the user name and password necessary for your school's access, and will be responsible for granting access to others you name as additional users.

Each registered user must sign and retain the eZ-Audit Rules of Behavior. (For registration instructions and to download the *Rules of Behavior* please visit http:ezaudit.ed.gov).

Once you have obtained your school ID, you will access the appropriate page on the audit-Audit Web site, and —

1. enter general information about your school's compliance audit and financial statement;

2. enter specific financial data directly from its audited financial statement; and

3. attach authentic electronic copies of the audit originals.

After you have entered the required information, you must attach a copy of the audit prepared and signed by the independent auditor. The copy must be in a PDF, non-editable format created using Adobe Acrobat version 5.0 or higher.

Review of FSA audit submissions

For an audit performed under the Department's FSA Audit Guide, the Department reviews the audit report for format, completeness, and to ensure that it complies with the government's auditing standards.

We will use the general information to make an initial determination of whether the audits are materially complete and conducted in accordance with applicable accounting standards. Based on the financial data, we will also make a preliminary determination as to whether your school is financially responsible with respect to the financial responsibility ratios,or in the case of a change in ownership resulting in a change in control, whether the school satisfies the financial ratio requirements under 34 CFR 668.15. Later, the Department will review submissions to determine whether the school must provide additional information or ED should take further action.

Based on the audit findings and the school's or servicer's written explanation, the Department will determine if any funds were spent improperly. Unless the school or servicer has properly appealed the decision, the school or servicer must repay any improperly spent funds within 45 days.

Information about eZ-audit

You can find everything you need to know about it on IFAP at

http://ifap.ed.gov
and
http://ezaudit.ed.gov

A Step-by-Step Users Manual is available online and on IFAP. If you have questions, please send an email to

fsaezaudit@ed.gov

or call the eZ-Audit Help Desk at

877-263-0780.

Schools and school servicers submit their audits and any required Corrective Action Plan (CAP) to the Department's Data Management and Analysis Division through eZ-Audit.

If your school finds that it cannot use the eZ-Audit system, it may be asked to send a written copy of its audit and financial statements to

U.S. Department of Education
School Eligibility Channel
Data Management and Analysis Division
Document Receipt and Control Center
830 First Street, NE
Room 71-I-1
Washington, DC 20002- 5042

ACCESS TO RECORDS

Access includes the right to copy
records (including computer records), to examine computer programs and data, and to interview employees without the presence of management or the presence of the school's or a servicer's tape recorder.

Access and examination cite
34 CFR 668.24(f)

Once the audit is complete, the school or servicer must give the Department and the OIG access to all records and documents needed to review the audit. A school that uses a third-party servicer must give the Department and the OIG access to all records and documents needed to review a third-party servicer's compliance or financial statement audit. In addition, the school's or servicer's contract with the auditor must specify that the auditor will give the Department and the OIG access to the records and documents related to the audit, including work papers. Cooperation includes providing timely and reasonable access to records (including computer records) for examination and copying, and to personnel for the purpose of obtaining relevant information.

Reminder

Throughout the audit process, and for other examinations such as program reviews and state reviews, the school or servicer is required to cooperate fully with its independent auditor, the Department and its Inspector General, the Comptroller General of the United States, the appropriate guaranty agency and accrediting agency.

PROGRAM REVIEWS

The Department conducts program reviews to identify possible problems in a school's FSA administration. A program review covers many of the same areas as an audit, including fiscal operations and accounting procedures, as well as the school's compliance with the specific program requirements for student eligibility and awards. However, program reviews tend to focus more on regulatory requirements that are specific to the FSA programs. For example, the program review team will examine student records and admissions and records, fund requests and transfers, records pertaining to due diligence. ED will base penalties arising from a program review on the seriousness of the violations.

Program Reviews

The Department gives priority in program reviews to schools that meet criteria specified in the law as follows —

- a school has a cohort default rate in excess of 25% or a rate that places the school in the highest 25% of such schools;
- a school has a default rate in dollar volume that places the school in the highest 25% of such schools;
- a school has a *significant* fluctuation in Federal Stafford Loan volume, Direct Stafford Loan volume, or Federal Pell Grant awards, that is not accounted for by changes in the programs (significant fluctuations in amounts of aid received by schools are those that do not relate to programmatic changes and added Direct Loans to the list of programs);
- a school is reported to have deficiencies or financial aid problems by the appropriate state agency or accrediting agency;
- a school has high annual dropout rates; and
- it is determined by the Department that the school may pose a significant risk of failing to comply with the administrative capability or financial responsibility requirements.

In addition, the Department is required to:

- establish guidelines designed to ensure uniformity of practice in the conduct of program reviews;
- make copies of all review guidelines and procedures available to all participating schools;
- permit schools to correct administrative, accounting, or recordkeeping errors if the errors are not part of a pattern and there is no evidence of fraud or misconduct; and
- inform the appropriate state and accrediting agency whenever it takes action against a school.

Unannounced Program Reviews

Administrative subpoena authority
The Amendments of 1998 give the Department the authority to issue administrative subpoenas to assist in conducting investigations of possible violations of the provisions of FSA programs. In addition, the law authorizes the Department to request the Attorney General to invoke the assistance of any court of the United States for purposes of enforcing a subpoena if necessary

Administrative subpoena authority cite
Sec. 490A of the HEA

Occasionally, it may be necessary for Department officials to perform an unannounced program review. The General Provisions regulations stipulate that Department officials provide a school with a written request for a program review, but do not preclude the Department from providing such a request at the time the reviewers arrive at the school.

In an unannounced program review, the Department reviewers will present a written request to school officials before beginning the review. The school is expected to have its records organized and readily available, without objection to providing access to those records. However, because certain school officials may not be immediately available during the review, the school may be afforded additional time to submit information required in the review. The Department has regulatory authority to take an emergency action if a school denies access to the reviewers performing an unannounced program review. (See discussion under *emergency action*.) School officials will be informed if an emergency action is to be taken.

Written report

After the Department performs a program review of a school, the program review team prepares a written report that will be sent to the school within approximately 60 days of the review. The school may respond to this report if it wishes to offer additional information to support its position or if it disagrees with any of the report's conclusions. When the Department has fully considered the school's response and any additional documentation provided by the school, the Department will send a copy of the final program review determination to the school.

APPEALING AUDIT AND PROGRAM REVIEW DETERMINATIONS

Appeals cite
34 CFR 668.34, Subpart H

The law allows for appeals of final audit or program review determinations. Note that only a final determination may be appealed. The letter conveying a final audit determination is clearly identified as a *Final Audit Determination Letter* (FADL) and explains the appeals procedures. For a program review, the final determination letter is marked *Final Program Review Determination Letter* (FPRD).

If a school or servicer wants to appeal an audit or program review determination, it must appeal, in writing, to the Departmental official identified in the FPRD within 45 days. If the school or servicer makes such a request, the determination will be reviewed by an impartial hearing official appointed by the Department. In most cases, an oral hearing will not be required. The school or servicer and the Department must submit briefs with any accompanying materials to the official, and provide the other party with a copy of its submission at the same time. If the final decision is appealed by either party, the Department will review it.

If the hearing official (or the Secretary) finds that the school or servicer improperly expended funds or otherwise failed to comply with applicable program rules and requirements, the Department will collect the liability owed, if any. The school or servicer must repay the funds within 45 days of the Department's notification of the liability, unless the Department grants an extension. At its option, the Department may elect to use an administrative offset to collect the funds owed.

REVIEWS CONDUCTED BY GUARANTY AGENCIES

The FFEL Program regulations require guaranty agencies to conduct program reviews at postsecondary schools. A guaranty agency must conduct biennial (once every two years) on-site reviews of **at least all schools** for which it is the principal guaranty agency *that have a cohort default rate for either of the two preceding fiscal years that exceeds 20%*. Schools that the Department requires to take specific default reduction measures and schools where the total amount of loans entering repayment in each of those fiscal years does not exceed $100,000 are exempted. Alternatively, a guaranty agency may use its own criteria to select schools for the biennial on-site reviews if the Department approves the agency's proposed alternative selection methodology. A program review conducted by a guaranty agency is similar to a Department program review, consisting of an entrance interview, a review of student records, an exit interview, and a written report. However, the guaranty agency's review will focus on how the school meets FFEL-specific requirements, such as –

- certification of the loan application;
- maintenance of records supporting the student's loan eligibility;
- processing procedures and payment of loan monies; and
- prompt lender notification when the student changes enrollment status, such as complete withdrawal.

Two copies of the guaranty agency's report are forwarded to the Department, including the school's payment if liabilities were assessed.

CASE MANAGEMENT

Case management is the Department's approach to oversight of schools that participate in the FSA programs. School Participation Management conducts program reviews, reviews compliance audits and financial statements and provides the Department with a picture of a school's overall compliance through the use of School Participation Teams.

FSA's School Eligibility Channel (SEC) coordinates the case management approach. School Participation Teams are staffed by personnel in the regions and in Washington, DC, and each is assigned a portfolio of schools. Each team is responsible for oversight functions for the schools in its portfolio. These functions include audit resolution, program reviews, financial statement analysis, and recertification. There are Institutional Improvement Specialists for each School Participation Team. Institutional Improvement Specialists are responsible for improving compliance by offering targeted technical assistance and presentations on important FSA topics.

Each school is assigned a case manager who leads the team in its evaluation of that school. The entire team will evaluate information on the school from a variety of sources to identify any compliance issues at the school. The team can then assess potential risk to the FSA programs and determine appropriate action. Once appropriate actions are decided upon, the case manager assigned to the school ensures that the recommended actions are taken.

School Participation Teams will collect and review information on a school from many sources including, but not limited to

- applications for recertification,
- financial and compliance audits,
- state agencies,
- accrediting agencies and licensing boards,
- student complaints, and
- Department databases.

Possible actions

A School Participation Team may decide to take actions that include, but are not limited to

- reviewing recertification or awarding only provisional certification;
- initiating a program review;
- establishing liabilities;
- developing a strategy for providing technical assistance,
- transferring the school to the reimbursement payment method (see *Volume 4 – Processing Aid and Managing FSA Funds*);
- requiring a letter of credit; and
- referring the school for an enforcement action.

Actions do not always have to be negative. For example, the School Participation Team can recommend a school for participation in the Quality Assurance Program.

The Department will use a system of risk analysis as well as other tools to identify schools with the greatest need for oversight. The Department will use analysis by various Department data systems to generate a risk score for a school. This will enable the Department to target resources to those schools that present the highest risk to the government.

Case management provides the additional benefit of permitting a school to contact one team that will have all information on the school available in one place. (For a list of phone numbers for the regional School Participation Teams, see the chart at the end of this chapter.)

CORRECTIVE ACTIONS AND SANCTIONS

Sanctions

For details on steps that a school should follow in any of these situations, see Subpart G of the General Provisions regulations and Section 600.41 of the Institutional Eligibility regulations.

Sanctions include emergency actions, fines, limitations, suspensions, and terminations.

The Department will sanction any school that:

- violates the law or regulations governing the FSA programs, its PPA, or any agreement made under the law or regulations; or
- substantially misrepresents the nature of its educational programs, its financial charges, or its graduates' employability. For details on misrepresentation, see chapter 6.

Similarly, the Department may also sanction a third-party servicer that performs functions related to the FSA programs. Further, the Department has the authority to sanction a group of schools or servicers if it finds that a person or entity with substantial control over all schools or servicers within the group has violated any of the FSA program requirements or has been suspended or debarred from program participation. (See chapters 1 and 3.)

Actions due to program violations or misrepresentation

If a school has violated the FSA program regulations, the Department may allow the school to respond to the problem and indicate how it will correct it. If this informal approach fails to correct the situation, or if the school has repeatedly violated the law or regulations, the Department may take an emergency action, fine the school, or initiate a limitation, suspension, or termination of FSA program participation.

In addition, the Department has the authority to terminate a school or program that no longer meets the eligibility criteria given in chapter 1.

Emergency action

The Department may take an emergency action to withhold FSA program funds from a school or its students if the Department receives information, determined by a Department official to be reliable, that the school is violating applicable laws, regulations, special arrangements, agreements, or limitations. To take an emergency action, the Department official must determine that:

- The school is misusing federal funds.
- Immediate action is necessary to stop this misuse.
- The potential loss outweighs the importance of using established procedures for limitation, suspension, and termination.

The school is notified by registered mail (or other expeditious means) of the emergency action and the reasons for it. The action becomes effective on the date the notice is mailed.

An emergency action suspends the school's participation in all FSA programs and prohibits the school from disbursing FSA program funds or certifying FFEL applications. The action may not last more than 30 days unless a limitation, suspension, or termination proceeding is initiated during that period. In that case, the emergency action is extended until the proceeding, including any appeal, is concluded. The school is given an opportunity to *show cause* that the action is unwarranted.

Fine

The Department may fine a school up to $27,500 for each statutory or regulatory violation. (The Department first notifies the school of its intent to fine so the school can, if it chooses, request a hearing.) If the school is found guilty of any violations, it may appeal to the Department for a compromise on the amount of the fines imposed at the hearing. In determining the amount owed by the school, the Department will consider the school's size and the seriousness of its violation or misrepresentation.

Limitation

Under a limitation, a school agrees to abide by certain specific conditions or restrictions as it administers FSA program funds; by doing so, it is allowed to continue participating in the FSA programs. A limitation lasts for at least 12 months. If the school fails to abide by the limitation's conditions, a termination proceeding may be initiated.

Suspension

A suspension removes a school from participation in the FSA programs for a period not to exceed 60 days (unless a limitation or termination proceeding has begun). A suspension action is used when a school can be expected to correct an FSA program violation in a short time.

Corrective action

As part of any fine, limitation, or suspension proceeding, the Department may require a school to take corrective action. This may include making payments to eligible students from its own funds or repaying illegally used funds to the Department. In addition, the Department may offset any funds to be repaid against any benefits or claims due the school.

Termination

A termination ends a school's participation in the FSA programs. A school that has violated the law or regulations governing the FSA programs, its PPA, or any other agreement made under FSA regulations and was terminated from participating in the FSA

programs generally may not apply to be reinstated for 18 months. A school that substantially misrepresented the nature of its educational programs, its financial charges, or the employability of its graduates may not be reinstated for at least three months.

Possibility of reinstatement

A school requesting reinstatement in the FSA programs must submit a fully completed E-App to the Department and demonstrate that it meets the standards in Subpart B of the General Provisions. As part of the reinstatement process, the school must show that it has corrected the violation(s) on which its termination was based, including repaying all funds (to the Department or to the eligible recipients) that were improperly received, disbursed, caused to be disbursed, or withheld. The Department may approve the request, deny the request, or approve the request subject to limitations (such as granting the school provisional certification). If the Department approves the reinstatement request, the school will receive a new ECAR and enter into a new PPA.

Criminal penalties

Criminal penalties cite
Sec. 490 of the HEA

The law provides that any person who knowingly and willfully embezzles, misapplies, steals, obtains by fraud, false statement, or forgery, or fails to refund any funds, assets, or property provided or insured under Title IV of the Higher Education Act, or *attempts* to commit any of these crimes will be fined up to $20,000 or imprisoned for up to five years, or both. If the amount of funds involved in the crime is $200 or less, the penalties are fines up to $5,000 or imprisonment up to one year, or both.

Any person who knowingly and willfully makes false statements, furnishes false information, or conceals material information in connection with the assignment of an FSA program loan or attempts to do so, will, upon conviction, be fined up to $10,000 or imprisoned for up to one year, or both.

Any person who knowingly and willfully makes, or attempts to make, an unlawful payment to an eligible lender of loans as an inducement to make, or to acquire by assignment, a loan insured under such part will, upon conviction, be fined up to $10,000 or imprisoned for up to one year, or both.

Any person who knowingly and willfully destroys or conceals, or attempts to destroy or conceal, any record relating to the provision of FSA program assistance with intent to defraud the United States or to prevent the United States from enforcing any right obtained by subrogation under this part, will, upon conviction, be fined up to $20,000 or imprisoned up to five years, or both.

REQUIREMENTS WHEN A SCHOOL CEASES TO BE AN ELIGIBLE INSTITUTION

A school loses its eligibility to participate in the FSA programs when it no longer meets the requirements of 34 CFR Part 600, certain requirements of Part 668, or when the Department terminates the school under Subpart G of the General Provisions.

In general, a school that ceases to be eligible must notify the School Eligibility Channel within 30 days of its loss of eligibility to participate in the FSA programs. Requirements for notifying the Department are in 34 CFR 600.40.

Loss of accreditation

When a school loses its institution-wide accreditation, the Department generally may not certify or recertify that school to participate in any FSA program for two years after the school has had its accreditation withdrawn, revoked, or otherwise terminated for cause or after a school has voluntarily withdrawn under a *show cause* or suspension order. If a school wishes to be reinstated, it must submit a fully completed E-App to the Department.

The Department will not recertify a school that has lost its institution-wide accreditation in the previous two years unless the original accrediting agency rescinds its decision to terminate the school's accreditation. In addition, if a school voluntarily withdrew from accreditation during the last two years under a *show cause* or suspension order, the Department will not recertify the school unless the original order is rescinded by the accrediting agency. Finally, a school may not be recertified on the basis of accreditation granted by a different accrediting agency during the two-year period.

There are two exceptions to the *two-year* rule.

1. If the Department determines that loss of institution-wide accreditation was due to the school's religious mission or affiliation, the school can remain certified for up to 18 months while it obtains alternative accreditation.
2. If a school's institution-wide accrediting agency loses its Department recognition, the school has up to 18 months to obtain new accreditation.

Note that it is possible for accreditation to be withdrawn from one of the programs at a school without affecting the accreditation (and eligibility) of other programs at the school.

REQUIREMENTS WHEN A SCHOOL'S FSA PARTICIPATION ENDS

If an additional location or branch of an institution closes and borrowers who attended the school obtain loan discharges by reason of the closure of the location or branch (or improper ATB or loan certifications), the Department will pursue recovery against the larger institution, its affiliates, and its principals.
(20 USC 1087(c)(1).

A school may stop participating in the FSA programs voluntarily or it may be required to leave involuntarily. In either situation, there are required closeout procedures to follow.

A separate closeout audit is not required if a school closes an additional location or a branch campus because the next due compliance audit for the school must report on the use of FSA program funds at the closed location. However, the school must notify the Department of the additional location or branch closure. See chapter 5 for information on reporting information to the Department.

VOLUNTARY WITHDRAWAL FROM FSA PARTICIPATION

For any number of reasons, a school may voluntarily withdraw from participating in one or all of the FSA programs. For instance, a school might wish to withdraw from the Perkins Loan Program to work on lowering high student-loan cohort default rates. To withdraw from one or all of the FSA programs, the school must notify the Department via the electronic application. For more information on these requirements and procedures, contact the appropriate School Participation Team.

Note: A school that withdrew voluntarily (for instance, to lower its default rate) can request to participate again without the waiting period required for a school that was terminated from the program involuntarily or withdrew voluntarily while under a show-cause or suspension order.

Withdrawing from the FSA programs while under a termination order or other sanction — or to avoid being placed under them — is not considered a voluntary withdrawal.

INVOLUNTARY WITHDRAWAL FROM FSA PARTICIPATION

A school's participation ends in the following circumstances:

- the school closes or stops providing instruction (for a reason other than normal vacation periods or as a result of a natural disaster that directly affects the school or its students);

 Note: If the school closes its main campus or stops providing instruction on its main campus, its loss of eligibility includes all its locations and programs.

 If a school ceases to provide educational instruction in all FSA programs, the school should make arrangements for its students to complete their academic programs. If the school chooses to enter into a formal teachout arrangement, the school should contact the appropriate School Participation Team for guidance.
- the school loses its accreditation;
- the school loses its state licensure;
- the school loses its eligibility;
- the school's PPA expires;
- the school's participation is terminated under Subpart G;
- the school's provisional certification is revoked by the Department;
- the school's cohort default rate exceeds allowable limits; or
- the school files a petition for bankruptcy or the school, its owner, or its CEO is responsible for a crime involving FSA funds.

When participation ends

When a school's participation in an FSA program ends—for whatever reason—the school must immediately notify the Department and comply with the following minimum requirements:

- within 45 days of the effective ending date of participation, submit to the Department all financial reports, performance reports, and other reports required by each appropriate FSA program regulation, as well as a dated letter of engagement for an audit by an independent public accountant (IPA) of all FSA program funds received. The completed audit report must be submitted to the Department within 45 days after the date of the letter of engagement.
- report to the Department on the arrangements for retaining and storing (for the remainder of the appropriate retention period described in 34 CFR 668.24) all records concerning

the school's management of the appropriate FSA programs. (See chapter 9.)

- tell the Department how the school will provide for collecting any outstanding FSA program student loans held by the school.
- refund students' unearned FSA student assistance. (See *Volume 5 – Overawards, Overpayments, and Withdrawal Calculations.*)

Additional closeout procedures

In addition, a school that closes must refund to the federal government or, following written instructions from the Department, otherwise distribute any unexpended FSA program funds it has received (minus its administrative cost allowance, if applicable). The school must also return to the appropriate lenders any loan proceeds the school received but has not disbursed to students. If the school's participation in the Leveraging Educational Assistance Partnership (LEAP) Program ends, the school must inform the state and follow the state's instructions.

If a school's participation ends during a payment period (or enrollment period for FFEL programs), but the school continues to provide education in the formerly eligible program until the end of the payment or enrollment period, the school may use the FSA program funds in its possession to —

- satisfy unpaid Pell Grant or Campus-Based program commitments made to students for that payment period or for previously completed payment periods before the school's participation ended;

 Note: The school may request additional funds from the Department to meet these commitments.

- satisfy any unpaid FFEL commitments made to students for that period of enrollment by delivering subsequent FFEL disbursements to the students or by crediting them to the students' accounts (only if the first disbursement already was delivered or credited before the school's participation ended);
- use the FSA program funds in its possession to satisfy unpaid Direct Loan commitments made to students for that period of enrollment before participation ended by delivering subsequent Direct Loan disbursements to the students or by crediting them to their accounts (if the first disbursement already was delivered or credited to the students' accounts before the school's participation ended).

 Note: The school may request additional funds from the Department to fulfill this commitment.

If you need additional information, contact the staff of the Department's appropriate regional office for guidance in fulfilling these requirements and responsibilities.

LOSS OF ELIGIBILITY OR WITHDRAWAL FROM LOAN PROGRAMS

If a school is notified that it has lost its eligibility to participate in the Direct Loan or FFEL programs and the school does not intend to appeal the decision, it must immediately inform all current and *prospective* students of its loss of eligibility. The school must also explain that it can no longer certify Stafford and PLUS loans for students or parents. If the school appeals its loss of eligibility within the required timeframe, the school may continue certifying Stafford and PLUS loans during the appeal process. Once a final decision on the appeal is made, the school must take the actions described in the Department's final appeal determination letter.

A student enrolled at a school that loses eligibility or discontinues participation in the Direct or FFEL programs, can continue to receive interest subsidies if the student enrolls and remains enrolled at an eligible school.

If a school plans to withdraw from participation in the Direct Loan and/or FFEL programs, it must notify the appropriate guaranty agency or agencies (for FFEL schools) and the Department (for schools with either loan program) of its decision in writing. Once the effective date of withdrawal has been established, the school is prohibited from disbursing loan funds to the student. However, if your school made a first disbursement to the student before it lost eligibility, it may still be able to make a subsequent disbursement to that student. (See the conditions in 34 CFR 668.26(d).)

QUALITY ASSURANCE PROGRAM

Quality Assurance Program cite
Sec. 487A(a) of the HEA

Under the Quality Assurance (QA) Program, participating schools design and establish a comprehensive quality improvement program to increase award accuracy and strengthen their administration and delivery of the FSA programs and services. Its mission is to help schools attain, sustain, and advance exceptional student aid delivery and service excellence.

Schools that are interested in becoming a QA Program participant should contact the QA staff in the School Outreach Division at the following address or Email address —

U.S. Department of Education
FSA/ASEDS/SSTC/SOD
Union Center Plaza
830 First Street, N.E.
Washington, DC 20202-5232

qualityassurance@ed.gov

Schools participating in the QA Program are exempt from certain verification requirements. In exchange, they must develop a school-specific verification program based on data gathered and analyzed from QA Program activities. FSA provides a web-based software application - the *ISIR Analysis Tool* (which is described in detail on the following pages) – to help schools analyze how well their verification procedures are working. All schools can benefit from using this software tool; however, only schools participating in the QA Program receive the verification flexibility.

FSA ASSESSMENTS

The FSA Assessments currently available are —

1. Student Eligibility
2. Awarding Aid
3. Satisfactory Academic Progress
4. FSA Verification
5. Institutional Eligibility
6. Default Management
7. Consumer Information
8. Recertification
9. Change In Ownership
10. Disbursing Aid
11. Reporting & Reconciling
12. Fiscal Management
13. Return of Title IV Funds
14. Perkins Due Diligence
15. Perkins Repayment
16. Perkins Cancellation
17. Perkins Awarding & Disbursement
18. Perkins Forbearance & Deferment
19. Federal Work-Study
20. FSEOG
21. Automation
22. Administrative Capabilities

The FSA Assessments are intended to help all schools examine and improve operations. The assessments can help you —

1. Anticipate and address problems;
2. Spot-check the systems you are using to manage information;
3. Prepare for your audit or other review;
4. Maximize the efficiency of your staff in handling their duties; and
5. Revise your approaches according to your campus needs – and do so continually.

To enhance their effectiveness, the FSA Assessments include activities to test compliance and procedures. They also are linked to the latest regulations, Blue Book, Dear Colleague Letters, Federal Registers, and other related documents. Downloadable Microsoft Word documents include the hyperlinks as well. Those who download any of the FSA Assessments can access all hyperlinks as long as they have an Internet Service Provider.

FSA's partnership with the QA school staff has provided insights into what support from ED is most useful from the financial aid office perspective. Compliance is a requirement, but quality is a choice. For those who are serious about this choice, we provide practical help by making good use of rapidly advancing technology.

ISIR ANALYSIS TOOL

FSA has created an online application called the *ISIR Analysis Tool*. It's a Web-based application that analyzes FAFSA data reported on the ISIR. A school uses the information to fine tune its own institutional verification procedures.

The ISIR Analysis Tool compares initial and paid-on ISIR transactions to determine if changes in student reported information had an impact on EFC and Pell eligibility. Users import *initial* and *paid-on* records from FSA's ISIR Datamart into a database in the ISIR Analysis Tool. Users can construct queries, develop custom formats and field increments to obtain data from the tool that can help identify problematic areas, zeroing in on specific EFC ranges, data elements, and populations. This data can help a school customize its verification procedures and consumer information provided to students and parents. In addition the data can identify sections of the FAFSA that may be most confusing to applicants and their families. Such information can help FSA in the development of future FAFSAs as well as improve verification selection criteria through the Central Processing System.

The ISIR Analysis Tool provides a full complement of report and analytical capabilities utilizing state-of-the-art Web technology. The reports generated and information obtained from the ISIR records can help a school answer the following questions —

- For what group of students (if any) are the CPS edits missing on your campus?
- For what group of students (if any) are discretionary verification procedures missing?
- How can a school effectively develop discretionary verification edits to focus on students making changes that affect EFC and Pell eligibility?

The ISIR Analysis Tool can answer these questions and help a school develop verification criteria that fit its particular population, and ensure that the right students are receiving the right awards.

Assessments online

To find the FSA Assessment Tool online, visit the IFAP Web site at —

http://www.ifap.ed.gov

Under "Tools for Schools," select

FSA Assessments

or, you can go through the Schools Portal

http:fsa4schools.ed.gov

and select "Self-Assessment Tool"

At the end of each assessment you will find links to

- "Management Enhancements" (for dealing with areas that need improvement) and
- "Effective Practices" (for sharing areas of success with ED and your colleagues)

Tool online

To use the ISIR Analysis Tool, your school must enroll in FAA Access to CPS Online. For more information, please refer to

http://www.fsawebenroll.ed.gov/

For additional guidance about using the ISIR Analysis Tool, a school should use the resources available at

http://ifap.ed.gov/qamodule/guidance.html

EXPERIMENTAL SITES INITIATIVE

Experimental Sites Initiative cite
Sec. 487A(b) of the HEA

Ten areas of experimentation are being conducted for the 2005-06 award year. They are —

- Alternative entrance loan counseling procedures,
- Alternative exit loan counseling procedures,
- Waiver of multiple disbursement for single term loans,
- Waiver of the 30-day delay for the disbursement of loans to first-time, first-year borrowers,
- The inclusion of loan fees in cost of attendance,
- Loan proration for graduating borrowers,
- Credit of FSA funds to prior term charges,
- Credit of FSA funds to institutional (non-allowable) charges,
- Overaward tolerance and the disbursement of loan funds, and
- Ability to Benefit examinations and the award of FSA aid.

For further information on the Experimental Sites Initiative, please write the School Outreach Division staff at

ExperimentalSites@ed.gov

or visit the Web site at —

http://www.ed.gov/offices/OSFAP/expsites/index.html.

If a school believes that it has a better way to administer aspects of the FSA programs than the way required by statute or regulation, it may apply to be an experimental site. Using its authority under the Higher Education Act the Department has continues to provide exemptions from a variety of FSA statutory and regulatory requirements. During the 2005-06 award year, more than 120 schools have continued to be designated as experimental sites.

This partnership between ED and schools encourages them to develop and test alternative approaches to the current prescriptive requirements. Applying alternatives to meet the requirements spelled out in regulations or law has allowed financial aid offices to streamline procedures and processes, eliminate delays associated with awarding Federal Student Aid, and remove administrative barriers for students and staff. For example, by allowing flexibility in how entrance loan counseling is handled, schools might develop methods that are less administratively prescriptive but more effective in providing loan information.

Schools participating in this initiative are required to report to ED annually on the progress of the experiments. The reports include specific performance data and are submitted on OMB approved report templates describing the results and specific information relating to the performance measure or alternative used in each of the experiments. Schools continue to report outcomes such as —

- improved cash flow for students,
- expedited financial aid delivery, and
- improved student service; more time for financial aid counseling and less time on unnecessary paperwork.

Concurrently, schools can —

- help students remain in school and perform better academically by providing all of their aid at the beginning of the term, when they need it;
- significantly reduce the need for students to borrow short-term loans to meet their financial obligations; and
- realize savings by more efficient use of personnel resources.

This Experiential Sites Initiative is providing results that will help ED reform the administration of the FSA programs. The current experiments will continue to collect performance data until the next reauthorization.

School Participation Teams
School Participation Management
School Eligibility Channel

The School Eligibility Channel (formerly Case management and Oversight) contains three School Participation Management Divisions. These divisions perform similar functions, and each division is responsible for a separate section of the United States. Each division implements the following school participation team functions: audit resolution, program review, financial statement analysis, and recertification. The three divisions are:

- *School Participation Management Division Northeast*
- *School Participation Management Division Southcentral*
- *School Participation Management Division Northwest*

The division functions are performed by teams headed by an Area Case Director and composed of staff from Washington, D.C. and the region. Each division contains two or more of these teams. Listed below are the teams, their telephone numbers, and the states each team is responsible for.

Team	Telephone #	States Covered
School Participation Management Division Northeast		
Boston Team	617-289-0133	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
New York Team	646-428-3750	New Jersey, New York, Puerto Rico, and Virgin Islands
Philadelphia Team	215-656-6442	Delaware, Maryland, Pennsylvania, Virginia, W. Virginia, and the District of Columbia
School Participation Management Division Southcentral		
Atlanta Team	404-562-6315	Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina
Kansas City Team	816-268-0410	Iowa, Kansas, Kentucky, Missouri, Nebraska, and Tennessee
Dallas Team	214-661-9490	Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
School Participation Management Division Northwest		
Chicago Team	312-886-8767	Illinois, Minnesota, Ohio, and Wisconsin
San Francisco Team	415-556-4295	Arizona, California, Hawaii, Nevada, American Samoa, Guam, Republic of Palau, Republic of the Marshall Islands, Northern Marianas, and the Federated States of Micronesia
Denver Team	303-844-3677	Colorado, Michigan, Montana, North Dakota, South Dakota, Utah, and Wyoming
Seattle Team	206-615-2594	Alaska, Idaho, Oregon, Washington, and Indiana

The School Participation Management Division Northeast is also responsible for certification and monitoring of foreign schools. For information on foreign schools you should contact 202-377-3168.